

**THE GIST OF
CHRISTIAN EDUCATION**

NELSON AND MANALAYSAY

THE GIST OF CHRISTIAN EDUCATION

Sixth Edition
1971

By

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Students and Teachers of

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Loma Linda University

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Dedicated
to our many earnest
Oriental and Occidental students
of our program of Christian education
and to that growing number of Christian educators
who are working industriously
to carry out the program
in its entirety

BIRD'S-EYE VIEW

The following pages contain those outstanding quotations from the writings of Ellen G. White which give us our system of Christian Education. They are taken largely from Education; Counsels to Teachers, Parents, and Students; and Fundamentals of Christian Education and were compiled while teaching courses in Principles of Education at Philippine Union College, Walla Walla College, and Loma Linda University.

Most of the selections are exact quotations, but in some cases only the gist is given. The presence or absence of quotation marks indicates which is the case.

These and other similar selections give us our beautiful pattern for a harmonious Christian Education featuring

- A. mental, spiritual, and physical education, and
- B. theoretical, practical, and social education.

Multiplying A by B gives us the following nicely-balanced, nine-fold

PROGRAM OF EDUCATION

I. MENTAL EDUCATION

1. Theoretical
General Courses in history, mathematics, languages, literature, music, etc.
Vocational Courses in accounting, stenography, library science, art, etc.
2. Practical
Work Experience in accounting, stenography, library, commercial art, etc.
3. Social
Association in clubs, programs, etc.

II. SPIRITUAL EDUCATION

4. Theoretical
General Courses in Bible, missions, ethics, sacred music, etc.
Vocational Courses in evangelism, colporteur evangelism, homiletics, etc.
5. Practical
Work Experience in church and community service, evangelism, and colportage.
6. Social
Association in vespers and church services.

III. PHYSICAL EDUCATION

7. Theoretical
General Courses in science, health, etc.
Vocational Courses in woodworking, agriculture, cooking, sewing, etc.
8. Practical
Work Experience in woodworking, agriculture, cooking, mechanics, etc.
9. Social
Association in physical recreation.

CONTENTS

The quotations and references are arranged under the following units. Those from Education, Fundamentals of Christian Education, and Counsels to Teachers, Parents, and Students come first, in that order, followed by some from other E. G. White writings. The quotations from each book are arranged in the order of their page references.

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OBJECTIVE

OUR OBJECTIVE

A deep appreciation, a thorough understanding, and a mastery of those principles which make up our philosophy of Christian education and a determination to assist in completely carrying out this program in our denominational schools.

SUGGESTIONS TO TEACHERS

The richness of the materials presented herein makes it possible to use the text in the class in Principles of Christian Education either on the Quarter or the Semester plan. On the Quarter plan, some of the units may be omitted.

It is suggested that students study and carefully underline this text and also read and carefully underline some or all of the following books:

Education

Fundamentals of Christian Education

Counsels to Teachers, Parents, and Students

Counsels on Education

Child Guidance

Who Is The Greatest? by Arthur W. Spalding

Many quotations are repeated here and there because they concern various areas in our study.

The loose-leaf covers make it easy for teachers to insert additional material if desired.

Papers summarizing unit studies may be assigned as time permits, and a concluding term paper picturing the establishment, the 10-year history, and the present status of an actual or imaginary academy or college which is actually carrying out these principles would be a fitting climax to the course.

The Gospel of Thoroughness

"My son, if thou wilt receive my words, and hide my commandments with thee; so that thou incline thine ear unto wisdom, and apply thine heart to understanding; yea, if thou criest after knowledge, and liftest up thy voice for understanding; if thou seekest her as silver, and searchest for her as for hid treasures; then shalt thou understand the fear of the Lord, and find the knowledge of God. For the Lord giveth wisdom: out of his mouth cometh knowledge and understanding."

Proverbs 2:1-6

"Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest."

Ecclesiastes 9:10

"He that is faithful in that which is least is faithful also in much; and he that is unjust in the least is unjust also in much."

Luke 16:10

ABBREVIATIONS

ABBREVIATIONS FOR THE E. G. WHITE BOOKS

AA	Acts of the Apostles
AH	Adventist Home
IBC	Seventh-day Adventist Bible Commentary, Vol. 1 (2BC etc., for Vols. 2-7)
CC	Conflict and Courage
CD	Counsels on Diet and Foods
CG	Child Guidance
CH	Counsels on Health
ChS	Christian Service
CL	Country Living
CM	Colporteur Ministry
COL	Christ's Object Lessons
COS	Christ Our Saviour
CS	Counsels on Stewardship
CSW	Counsels on Sabbath School Work
CT	Counsels to Teachers, Parents, and Students
CW	Counsels to Writers and Editors
DA	Desire of Ages
ED	Education
Ev	Evangelism
EW	Early Writings
FE	Fundamentals of Christian Education
FLB	The Faith I Live By
GC	Great Controversy
GW	Gospel Workers
HC	High Calling
IHP	In Heavenly Places
KH	That I May Know Him
LS	Life Sketches
MB	Thoughts from the Mount of Blessing
MH	Ministry of Healing
MLT	My Life Today
MM	Medical Ministry
MYP	Messages to Young People
OHC	Our High Calling
PK	Prophets and Kings
PP	Patriarchs and Prophets
SC	Steps to Christ
SD	Sons and Daughters of God
1SG	Spiritual Gifts, Vol. 1
2SG	Spiritual Gifts, Vol. 2
3SG	Spiritual Gifts, Vol. 3
4SGa	Spiritual Gifts, Vol. 4, part 1
4SGb	Spiritual Gifts, Vol. 4, part 2
SJ	Story of Jesus -- For Children
SL	The Sanctified Life
1SM	Selected Messages, Book 1
2SM	Selected Messages, Book 2
SR	Story of Redemption
1T	Testimonies, Vol. 1 (2T etc., for Vols. 2-9)
Te	Temperance
TM	Testimonies to Ministers and Gospel Workers
1TT	Testimony Treasures, Vol. 1
2TT	Testimony Treasures, Vol. 2
3TT	Testimony Treasures, Vol. 3
WGD	With God at Dawn
WM	Welfare Ministry

THE AUTHOR OF OUR QUOTATIONS

"This remarkable woman...though almost entirely self-educated, has written and published more books and in more languages, which circulate to a greater extent than the written works of any other woman in history."

--Dr. George Wharton James

(Quoted by Ernest Lloyd in his Youth's Instructor article of May 15, 1951, pp. 7 ff. entitled, "Ellen G. White's Fruitful Pen".)

A well-informed teacher of literature, who had traveled in all parts of the world, made a significant statement to her class of forty-eight adult students. She had requested the members of the class to bring in three excerpts from their favorite authors, and they were to tell from hearing them read, who the authors were. One member brought three paragraphs from Desire of Ages. The class approved of the writing as very fine, but were unable to name the writer.

The teacher, Miss E. McMillan, then stated that the excerpts were from the pen of Mrs. E. G. White, and that she felt it was a great pity that her writings were not better known. She told the class she was going to make a bold, strong statement, and meaning every word of it, said:

"Of all writings, ancient, medieval, or modern, there are no writings so full of beauty, so perfect in every way, so pure, and yet so simple, outside the Bible, as the writings of Mrs. E. G. White."

This statement is signed by two members of the class, Harold N. Williams, St. Johns, Newfoundland, and Roy O. Williams, D.D.S., Tucson, Arizona.

"As an unprejudiced reader of all religious works, I wish to say I hope you can urge and further the wide circulation of The Great Controversy. The inspired messenger who wrote The Great Controversy traces in perspective through 'the more sure word of prophecy' a line of truth extending from that far ancient time of early prophets down to the end of time. The Great Controversy thus gives us in summary a history of the many struggles of mankind to save themselves. As in no other books written by man, the clear pages of The Great Controversy and Desire of Ages made faith in the Scriptures possible; and such faith is the only possible hope left to man.

"For all others whose path is clouded and whose view is dimmed by this life's confusion my most earnest wish is that everyone might be privileged to study the inspired pages of The Great Controversy. If all could know how clear, how simple, and how wonderful are its lessons, no sacrifice would seem great which makes possible the possession of this book. Were I in any manner able to endow the cause for the good of my fellow man, my first act would be to put available copies of The Great Controversy and Desire of Ages within reach of every suffering, hungry heart."

--Edith L. Webster, Professor of Geology
University of Nebraska

"Recently the book Education by Ellen G. White has been brought to my attention. Written at the turn of the century (1903), this volume was more than fifty years ahead of its time. And I was surprised to learn that it was written by a woman with but three years of schooling.

"The breadth and depth of its philosophy amazed me. Its concept of balanced education, harmonious development, and of thinking and acting on principle are advanced educational concepts....

"Mrs. White was concerned with the whole learner--the harmonious development of mental, physical, and spiritual powers....

"I am not surprised that members of the Seventh-day Adventist church hold the writings of Mrs. White in great respect and make them central in developing the educational programs in their schools."

--Florence Stratemeyer, Ph.D
Professor of Education
Teachers College, Columbia University

"The book Education was, in the year 1912, published by the Minister of Education of Serbia. His name was Paja R. Radosavlyevish. He held degrees of Doctor of Philosophy, Master and Doctor of Pedagogy, and was a graduate of Columbia University. He published the book Education in its entirety in the Serbian language while he was serving as Minister of Education of his country. His name appears on the title page. He signed a foreword to the book, stating the need and he was pleased to fulfill this need. From that point on, the book is Education from first to last."

--From a letter from Arthur L. White,
Secretary, Ellen G. White Publications.

"A copy of the book Education was sent to the Danish Minister of Education who, having read it, considered it so remarkable that he ordered several more copies for the members of his department. Our teachers are missionary-minded, and one American diplomat asked to enter his two boys into our College at Vejleford because it is a school recommended by the Danish Minister of Education."

--From a report by Gert Jensen
of the Norwegian Junior College

A courageous colporteur called on the Minister of Education of Japan's Kanagawa Prefecture and sold him a copy of the book Education in Japanese. Weeks later the same colporteur returned to the spacious Yokohama office of the same official. When he opened the door, the secretary exclaimed, "You're just the man the Minister was looking for!" He was quickly ushered into the inner office to be cordially welcomed by that official.

"Say, friend," began the Minister, "I've been hoping for days that you'd drop in again. I've been amazed at the book Education that you sold me. I've read every word of it. Can you tell me if there's any school in Japan where they are actually carrying out the plan delineated by Mrs. White?"

"Sure," answered the surprised colporteur. "There's one right across Tokyo Bay from Yokohama."

"Do you suppose you could arrange for the President of that institution to come over and give a lecture to my public school principals?"

And a few days later Dr. Yamagata, the President of Japan Missionary College, was delivering a lecture to the Kanagawa principals on the Adventist program of education! When he finished, many in the audience gathered around him, asking questions. Among the questions was this strange one from the Minister of Education himself:

"Could you please come once more and repeat this lecture?" Noting Dr. Yamagata's puzzlement, the Minister quickly added, "Today's audience is composed of hundreds of our public school principals. And they want their executive officers--their vice-principals--to hear the same lecture. They are the men who direct the day-to-day operations."

So a few days later Dr. Yamagata was back at that spacious auditorium, repeating the same lecture on Adventist education to a double audience, for the principals themselves came back to listen again to the startling program delineated in the book Education!

The following is from Paul Harvey's syndicated column appearing in the Times Herald of Olean, New York, August 24, 1960:

Once upon a time, a hundred years ago, there lived a young lady named Ellen White. She was frail as a child, completed only grammar school, and had no technical training; and yet she lived to write scores of articles and many books on the subject of "Healthful Living".

Remember, this was in the days when doctors were still blood-letting and performing surgery with unwashed hands. This was in an era of medical ignorance bordering on barbarism. Yet Ellen White wrote with such profound understanding on the subject of nutrition that all but two of the many principles she espoused have been scientifically established. (See last five paragraphs of this quotation.)

Professor of Nutrition, Dr. Clive McCay of Cornell said, "How much better health the average American might enjoy if he but followed the teachings of Mrs. White." (See additional McCay statements on pp. 19, 20.)

Perhaps we should reread what she has taught:

"The oil, as eaten in the olive, is far preferable to animal oil or fat." Today we know about cholesterol.

She knew: "Fine-flour white bread is lacking in nutritive elements to be found in bread made from whole wheat." Today we have re-enriched our bread.

She wrote whole articles on the importance of not overeating; of not becoming overweight; of eating "at each meal two or three kinds of simple food; and of eating not more than is required to satisfy hunger."

We have come to accept the wisdom of such advice so completely that it is difficult for us to realize how revolutionary her theories were almost a century ago. (Seventh-day Adventists consider her knowledge divinely inspired.)

A long time before we learned about TV snacks, Mrs. White wrote: "After irregular eating, when children come to the table, they do not relish wholesome food; their appetites crave that which is hurtful to them."

She urged: "Pure air, sunlight, abstemiousness, rest, exercise."

She wrote: "Tobacco is a slow, insidious, but most malignant poison. It is all the more dangerous because its effects are slow and at first hardly perceptible."

"Divinely inspired" or not, Ellen White was, indeed, ahead of her time. Are there additional recommendations which this remarkable woman urged upon us which we have, so far, ignored?

Two of her teachings haunt the more progressive nutritionists because if she is right about these also, most of us are wrong and have yet to "catch up" to her advanced knowledge of nutrition!

Mrs. White wrote: "All-wheat flour is not best for continuous diet. A mixture of wheat, oatmeal, and rye would be more nutritious."

Also, Mrs. White was essentially a vegetarian. She wrote: "The life that was in the grains and vegetables passes into the eater. We receive it by eating the flesh of the animal. How much better to get it direct."

Do you suppose we'll discover she was right about these things, too?

See also Information Sheet No. 3, dated November 1, 1961, entitled the "E. G. White Writings and Medical Science" which may be obtained gratis from the Ellen G. White Estate, General Conference, S.D.A., Washington 12, D. C., which is included herein, pp. 9ff.

Here is a seven-fold prophecy found in an article by Mrs. E. G. White in the Signs of the Times, April 21, 1890. Its remarkable fulfillment is a clear indication of the divine source of her writings:

"The youth should seek God more earnestly. The tempest is coming and we must get ready for its fury, by having repentance toward God, and faith toward our Lord Jesus Christ.

"The Lord will arise to shake terribly the earth. We shall see troubles on all sides.

"Thousands of ships will be hurled into the depths of the sea.

"Navies will go down and human lives will be sacrificed by the millions.

"Fires will break out unexpectedly, and no human effort will be able to quench them.

"The palaces of earth will be swept away in the fury of the flames.

"Disasters by rail will become more and more frequent; confusion, collision, and death without a moment's warning will occur on the great lines of travel."

See also Arthur L. White's article on "Fulfilled Predictions" appearing in the Review and Herald, November 6, 1958, pp. 18 ff.

(The paragraphing is ours.)

GEMS

1. "Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come." ED 13

2. "He who cooperates with the divine purpose in imparting to the youth a knowledge of God, and moulding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."

ED 19

3. "The true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity--principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life's great lesson of unselfish service." ED 29, 30

4. "True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused."

ED 41

5. "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 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

6. "His life demonstrated the worthlessness of those things that men regarded as life's great essentials. Born amidst surroundings the rudest, sharing a peasant's home, a peasant's fare, a craftsman's occupation, living a life of obscurity, identifying Himself with the world's unknown toilers--amidst these conditions and surroundings--Jesus followed the divine plan of education....His education was gained directly from the Heaven-appointed sources: from useful work, from the study of the Scriptures and of 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." ED 77

7. "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

8. "In the presence of such a Teacher, of 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 the Light, and existence without the Life; to turn from the Fountain of living waters, and hew out broken cisterns, that can hold no water." ED 83

9. "The mind which is occupied with exalted themes becomes itself ennobled."

MYP 66

10. "There is no limit to the usefulness of one who, by putting self aside, makes room for the working of the Holy Spirit upon his heart, and lives a life wholly consecrated to God." DA 250, 251

11. "Higher than the highest human thought can reach is God's ideal for His children." Godliness-godlikeness--is the goal to be reached." ED 18

12. "Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God." COL 327

13. "Prayer is the opening of the heart to God as to a friend." SC 97

14. "Prayer is the key in the hand of faith to unlock heaven's storehouse, where are treasured the boundless resources of Omnipotence." SC 99

15. "With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator's plan." ED 50

16. "In every human being He discerned infinite possibilities." ED 80

17. "Sometimes He taught them as they sat together on the mountainside, sometimes beside the sea, or from the fisherman's boat, sometimes as they walked by the way. Whenever He spoke to the multitude, the disciples formed the inner circle. They pressed close beside Him, that they might lose nothing of His instruction. They were attentive listeners, eager to understand the truths they were to teach in all lands and to all ages." ED 85

18. "The first pupils of Jesus were chosen from the ranks of the common people. They were humble, unlettered men, these fishers of Galilee; men unschooled in the learning and customs of the rabbis, but trained by the stern discipline of toil and hardship. They were men of native ability and of teachable spirit; men who could be instructed and moulded for the Saviour's work. In the common walks of life there is many a toiler patiently treading the round of his daily tasks, unconscious of latent powers that, roused to action, would place him among the world's great leaders. Such were the men who were called by the Saviour to be His co-laborers. And they had the advantage of three years' training by the greatest educator this world has ever known." ED 85

19. "Education is gleaned from men and books and laboratories, from field and forest and whispering wind. But it is more; it is learning promptness and thoroughness, kindness and helpfulness, and every form of purity; it is the mastering of mind and spirit, appetite and passion, thought and word and glance; it is knowing that nothing but service brings worthy living, that selfishness means sin, that courage lies in doing right. Education is the implanting of good habits, the acquirement of efficiency, the development of twenty-four carat character."

American Educational Digest

20. "If we consent, He will so identify Himself with our thoughts and aims, so blend our hearts and minds into conformity to His will, that when obeying Him we shall be but carrying out our own impulses." DA 668

21. "Though in many respects our institutions of learning have swung into worldly conformity, though step by step they have advanced toward the world, they are prisoners of hope. Fate has not so woven its meshes about their workings that they need to remain helpless and in uncertainty. If they will listen to His voice and follow in His ways, God will correct and enlighten them, and bring them back to their upright position of distinction from the world...."

22. "Opposing circumstances should create a firm determination to overcome them. One barrier broken down will give greater ability and courage to go forward. Press in the right direction, and make a change, solidly, intelligently. Then circumstances will be your helpers and not your hindrances. Make a beginning. The oak is in the acorn." 6T 145 (See also FE 290)

23. "The means in our possession may not seem to be sufficient for the work, but if we will move forward in faith, believing in the all-sufficient power of God, abundant resources will open before us. If the work be of God, He Himself will provide the means for its accomplishment." DA 371

24. "The price of leadership is always loneliness. The leader is the one who keeps ahead. Did you ever see men running a race? The man who keeps ahead has no encouragement. All he has is the weary road. The fellows behind him, the ones way behind, try to catch up with the leader, but the loneliest man on the turf is the man who runs ahead or alone. The loneliest ship on the Atlantic is the ship that sails fastest. And the loneliest man in your denomination is the one who sees the vision of what your denomination can do. And the loneliest missionary in Korea, or Japan, or Arabia is the man who sees what the others cannot yet see. But the price of leadership is always loneliness. There is a loneliness of the desert and a loneliness of the sea. There is a loneliness of a great city. But there is no loneliness so great as the loneliness of a great idea that nobody else has caught and only Y O U can see."

Anonymous

25. "The humblest worker, moved by the Holy Spirit, will touch invisible chords, whose vibrations will ring to the ends of the earth, and make melody through eternal ages." DA 823

26. PRAYER

If radio's slim fingers
Can pluck a melody
From night--and toss it o'er
A continent or sea;

If the petaled white notes
Of a violin
Are blown across the mountains
Or the city's din;

If songs, like crimson roses,
Are culled from thin blue air--
Why should mortals wonder
If God hears prayer?

27. OUT IN THE FIELDS WITH GOD

The little cares that fretted me,
I lost them yesterday
Among the fields above the sea,
Among the winds at play,
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what may happen,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born,
Out in the fields with God.

Elizabeth Barrett Browning

THE SPIRIT OF PROPHECY AND MEDICAL SCIENCE*

One who early commented on the scientific soundness of the E. G. White writings was Dr. John Harvey Kellogg, Superintendent of Battle Creek Sanitarium, who was well qualified to speak. In 1890 he wrote:

"Nearly thirty years ago there appeared in print the first of a series of remarkable and important articles on the subject of health, by Mrs. E. G. White....The principles taught were not enforced by scientific authority, but were presented in a simple, straightforward manner by one who makes no pretense to scientific knowledge, but claims to write by the aid and authority of the divine enlightenment....

"New discoveries in science and new interpretations of old facts have continually added confirmatory evidence, until at the present time every one of the principles advocated more than a quarter of a century ago is fortified in the strongest possible manner by scientific evidence."

J. H. Kellogg, M.D., in Preface to
Christian Temperance and Bible Hygiene,
pp. iii, iv.

PRENATAL INFLUENCE

The Spirit of Prophecy

E. G. White--1865

"The irritability, nervousness and despondency, manifested by the mother, will mark the character of her child.

"In past generations, if mothers had informed themselves in regard to the laws of their being, they would have understood that their constitutional strength, as well as the tone of their morals, and their mental faculties, would in a great measure be represented in their offspring."
--Selected Messages, bk. 2, p. 431

E. G. White--1905

"What the parents are, that, to a great extent, the children will be. The physical conditions of the parents, their dispositions, and appetites, their mental and moral tendencies, are, to a greater or less degree, reproduced in their children."--Ministry of Healing, p. 371

Medical Science

Ashley Montagu, M.D.--1954

"For years scientists have believed that your unborn baby lives an insulated existence, protected from all external influence, but this is not true. It is exciting news that you can control the development of your unborn child....

"The Fels Institute workers at Antioch College, Yellow Springs, Ohio, under the direction of Dr. L. W. Sontag, have found that mothers undergoing periods of severe emotional distress during pregnancy frequently have infants which exhibit evidences of irritable and hyperactive nervous systems....

"The mental and physical health of the child begins with the health of the fetus; its care begins with the care of the fetus. In this respect, nothing is more important than the health and well-being of the mother who nourishes it."

--Ladies Home Journal,
Feb. 1954, p. 43

*Courtesy of Ellen G. White Estate, General Conference of Seventh-day Adventists, Takoma Park, Washington, D. C.

INFLUENCES OF THE MIND OVER THE BODY

E. G. White--1865

"That which brings sickness of the body and mind to nearly all is dissatisfied feelings and discontented repinings. --Testimonies, Vol. 1, p. 566.

E. G. White--1872

"To deal with men and women whose minds as well as bodies are diseased is a nice work. Great wisdom is needed by the physicians at the Institute (Battle Creek Sanitarium) in order to cure the body through the mind. But few realize the power that the mind has over the body. A great deal of the sickness which afflicts humanity has its origin in the mind and can only be cured by restoring the mind to health. There are very many more than we imagine who are sick mentally. Heart sickness makes many dyspeptics, for mental trouble has a paralyzing influence upon the digestive organs."--Testimonies for the Church, Vol. 3, p. 184.

E. G. White--1905

"The relations that exists between the mind and the body is very intimate. When one is affected, the other sympathizes. The condition of the mind affects the health to a far greater degree than many realize....Grief, anxiety, discontent, remorse, guilt, distrust, all tend to break down the life forces and to invite decay and death.

"Disease is sometimes produced, and is often greatly aggravated, by the imagination. Many are lifelong invalids who might be well if they only thought so....Many die from disease the cause of which is wholly imaginary....In the treatment of the sick the effect of mental influence should not be overlooked. Rightly used, this influence affords one of the most effective agencies for combating disease."--The Ministry of Healing, p. 241.

"Floyd L. Ruch--1948"

"Medical authorities have long agreed that illness and uncontrolled emotionality go together and that health and happiness are parts of one patten (Weiss and Perry). Now many of them insist that actually, illnesses are very often caused by faulty emotional patterns. One physician, for instance, points to evidence indicating that persistent and repeated emotional disturbances may so overstimulate the alimentary tract that organic lesions develop. It is his belief that uncomplicated peptic ulcers--that is, open sores on the stomach wall which are unresponsive to medical treatment--are probably always of nervous origin."--Psychology and Life, pp. 172, 173; (Floyd L. Ruch, Prof. of Psychology, Univ. of Southern California).

Floyd L. Ruch--1948

"Other parts of the body besides the organs of digestion and secretion are susceptible to diseases arising from emotional stresses. Strong psychological components often are found in such respiratory illnesses as asthma; such heart and circulatory disorders as high blood pressure and neuro-circulatory asthenia (weakness of the nervous and circulatory system); and such skin troubles as urticaria. In fact, one medical man who has made a close study of emotional factors in disease estimates that about half of all patients going to physicians have illnesses precipitated largely by prolonged emotional disturbance (Margolis). Modern medicine, recognizing those facts, has begun to stress the need to treat sick people as total personalities, taking into account their emotional difficulties as well as their physical symptoms (Hinsie)."--Ibid., pp. 176, 177.

TOBACCO AND DISEASE

E. G. White--1905

"Tobacco is a slow, insidious, but most malignant poison. In whatever form it is used, it tells upon the constitution; it is all the more dangerous because its effects are slow and at first hardly perceptible. It excites and then paralyzes the nerves. It weakens and clouds the brain. Often it affects the nerves in a more powerful manner than does intoxicating drink. It is more subtle, and its effects are difficult to eradicate from the system."--The Ministry of Healing, pp. 327, 328.

E. G. White--1871

"Alcohol and tobacco pollute the blood of men, and thousands of lives are yearly sacrificed to these poisons."--Health Reformer. (Temperance, p. 57)

E. G. White--1897

"Nature does her best to expel the poisonous drug, tobacco; but frequently she is overborne. She gives up her struggle to expel the intruder, and the life is sacrificed in the conflict."--Manuscript 3, 1897. (Temperance, p. 57)

E. G. White--1864

"Tobacco is a poison of the most deceitful and malignant kind, having an exciting, then a paralyzing influence upon the nerves of the body. It is all the more dangerous because its effects upon the system are so slow, and at first scarcely perceivable. Multitudes have fallen victims to its poisonous influence. They have surely murdered themselves by this slow poison."--Spiritual Gifts, Vol. 4, p. 128. (Temperance, p. 57)

Alton Ochsner, M.D.--1957

"In 1957 the American Cancer Society, the American Heart Association, the National Cancer Institute, and the National Heart Institute (the last two are federal agencies) appointed a committee of seven scientists to study and evaluate all the available data regarding the effects of smoking on health. These scientists were chosen because of their integrity and ability to analyze critically experimental and clinical investigations. After an intensive study of one year, they concluded:

" 'The sum total of scientific evidence establishes beyond reasonable doubt that cigarette smoking is a causative factor in the rapidly increasing incidence of human epidermoid carcinoma of the lung.' "*--Smoking and Health. pp. 40, 41.

*About 35,000 people died of lung cancer in 1960 in the United States.

Alton Ochsner, M.D.--1957

"In terms of sudden death and the number of victims claimed, heart attack and brainstroke with their definite relation to smoking now head the list. Cardiologists have been very cautious in coming to the conclusion that cigarettes play any significant role in heart diseases, but nevertheless the World Health Organization has stated in one of its technical reports: 'Two independent large-scale studies on the role of tobacco in cancer of the lung state as an incidental finding that heavy smokers have higher death rates from coronary thrombosis.' "--Smoking and Health, pp. 44, 45.

CANCER AND CAUSATIVE FACTORS

Cancerous Germs--E. G. White--1905

"People are continually eating flesh that is filled with tuberculous and cancerous germs. Tuberculosis, cancer, and other fatal diseases are thus communicated."--Ministry of Healing, p. 313.

Aging--E. G. White--1864

"Cancerous tumor, which would lie dormant in the system (throughout) their life-time, is inflamed and commences its eating, destructive work."--An Appeal to Mothers, p. 27.

Dietary Indiscretions--E. G. White-1875

"Flesh-meats constitute the principal article of food upon the tables of some families, until their blood is filled with cancerous and scrofulous tumors."--Testimonies, Vol. 3, p. 563.

1909: "If meat eating was ever healthful, it is not safe now. Cancers, tumors, and pulmonary diseases are largely caused by meat eating."--Testimonies, Vol. 9, p. 159.

Chemicals--E. G. White--1865

"The third case was again presented before me....The intelligent gentleman before mentioned looked sadly upon the sufferer, and said, 'This is the influence of mercurial preparations.This is the effect of calomel.... It inflames the joints, and often sends rottenness into the bones. It frequently manifests itself in tumors, ulcers, and cancers, years after it has been introduced into the system.' "
--Disease and Its Causes, No. 3, pp. 55-59, Selected Messages, Bk. 2, pp. 447, 449.

Viruses--1958

"One thing that medicine's learned men once knew, or thought they knew, was that cancer is not infectious. Therefore, no 'infectious agent' could be involved in its origin....

"Today no line of investigation into the origins of human cancer is being pressed more vigorously than that implicating viruses* as at least partly responsible."--Time, Oct. 27, 1958

*Submicroscopic infective organisms

Viruses and Activating Factors--1956

"In Detroit last week, at a meeting of the third National Cancer Conference, Dr. Wendell Stanley, University of California virologist and Nobel Prize Winner, went so far as to state without qualification that he believes 'viruses cause most or all human cancers'....

"It is known that viruses can lurk in the human body for years, even a lifetime; some do not....In some cases, Dr. Stanley theorized, 'the cancer viruses such as aging, dietary indiscretions, hormonal imbalance, chemicals, radiation, or a combination of stresses, and malignancies may follow.' "--Newsweek, June 18, 1956

Theory of Viral Etiology Gains Momentum December, 1956

"During the past decade the concept of viral etiology of cancer and allied diseases has gained considerable momentum. Experimental data began to accumulate pointing more and more to the possibility that many, if not all, malignant tumors may be caused by viruses. Thus, a large number of malignant tumors of different morphology and in different species of animals could be transmitted from one host to another by filtered extracts."--Ludwick Gross, M.D. in the Journal, A.M.A., Dec. 1, 1956

Cancer, virus-caused--1960

"A virus has been linked with eight human cancers in findings to be reported today by scientists at the Sloan-Kettering Institute for Cancer Research. The virus was isolated from transplanted tumors of the mouth, muscle, ovary, and other organs and from the livers and spleens of cancer patients, the report said."--New York Times, Sept. 29, 1960

"Simply Infectious Diseases"--1961

" 'There isn't the slightest doubt in our minds that human cancers are caused by viruses. To this extent, they are simply infectious diseases.'

"This emphatic statement--the most positive affirmation to date that cancer is a virus disease--came last week from Dr. Robert J. Huebner, chief of the laboratory of Infectious Diseases at the National Institute of Health in Bethesda, Maryland....

"Dr. Huebner bases his theory on the belief that the cancer virus lies dormant in the body until certain conditions--hormones, age, or irritating chemicals--give it a chance to cause a malignancy."--Newsweek, March 27, 1961

MODERATE USE OF SALT

Ellen G. White--1882

"Do not eat largely of salt."--Review and Herald, July 29, 1884, in Ministry of Healing, p. 305 (1905).

Ellen G. White--1901

"I use some salt; and always have, because from the light given me by God, this article, in place of being deleterious, is actually essential for the blood. The whys and wherefores of this I know not, but I give you the instruction as it is given me."--Counsels on Diet and Foods, p. 344.

Man of Science--1869

"Salt being a poison, should not be used at all."--Dr. R. T. Trall in Health Reformer, July, 1869.

Necessity of Salt:

"Salt (sodium chloride) is needed in the diet to the extent of about five grams daily for an adult. Most persons consume more than this, however. Under conditions of excessive perspiration, the adult needs an extra gram of salt each day."--The Book of Health, p. 599.

Science--1956

"Brookhaven National Laboratory scientists checked on fellow employees, found that of 135 who never added salt to their food, only one had unexplained high blood pressure; of 630 who added salt sometimes after tasting food, 43 had the disease; among 581 who always added salt without bothering to taste, 61 had it."--Time, April 30, 1956, p. 64.

ELECTRICAL CURRENTS IN BRAIN AND NERVOUS SYSTEM

Ellen G. White--1869

"Whatever disturbs the circulation of the electric currents in the nervous system lessens the strength of the vital powers, and the result is a deadening of the sensibilities of the mind."--Testimonies, Vol. 2, p. 347. (See Education, p. 209)

Ellen G. White--1872

"This class fall more readily if attacked by disease; the system is vitalized by the electrical force of the brain to resist disease."--Testimonies, Vol. 3, p. 157.

Ellen G. White--1903

"The electrical power of the brain, promoted by mental activity, vitalizes the whole system, and is thus an invaluable aid in resisting disease."--Education, p. 197.

Science--1954

"Twenty-five years ago (1929) Hans Berger, a German psychiatrist...began to publish some strange little pictures consisting of nothing but wavy lines. They should have caused great excitement among his colleagues, because he claimed that they showed the electrical activity of the human brain. But in fact no one took them seriously. For several years no one even bothered to repeat his experiments.

"In the quarter of a century since then the study of his little wavy lines has grown into a new department of science called 'Electroencephalography'. Today several hundred laboratories in the United States and a similar number in Europe are recording the interpreting charts of the electrical discharges of human brains. Their total annual output of charts would girdle the earth."--Scientific American, June 1954, p. 54.

HYPNOSIS IN MEDICAL PRACTICE

Ellen G. White--1901

"No man or woman should exercise his or her will to control the senses or reason of another, so that the mind of the person is rendered passively subject to the will of the one who is exercising the control. This science may appear to be something beautiful, but it is a science which you are in no case to handle....There is something better for you to engage in than

Science--

"Psychic hypnosis is in my opinion a therapeutic tool of but questionable value and in many instances a harmful procedure which can in reality undo the very thing those in psychotherapy are trying most to accomplish, the growth of the individual to emotional independence and personal responsibility....

the control of human nature over human nature."--Medical Ministry, p. 111.

"No individual should be permitted to take control of another person's mind, thinking that in so doing he is causing him to receive great benefit. The mind cure is one of the most dangerous deceptions which can be practiced upon any individual. Temporary relief may be felt, but the mind of the one thus controlled is never again so strong and reliable."--Medical Ministry, pp. 115, 116.

"It is dangerous for anyone, no matter how good a man he is, to endeavor to influence another human mind to come under the control of his mind. Let me tell you that the mind cure is a satanic science. Already you have gone far enough in it to endanger seriously your future experience....

"Cut away from yourselves everything that savors of hypnotism, the science by which satanic agencies work."--Selected Messages, Bk. 2, pp. 349, 350. (1902)

"Men and women are not to study the science of how to take captive the minds of those who associate with them. This is the science that Satan teaches. We are to resist everything of the kind. We are not to tamper with mesmerism and hypnotism--the science of the one who lost his first estate, and was cast out of the heavenly courts."--Medical Ministry, pp. 110, 111.

"It is not God's purpose that any human being should yield his mind and will to the control of another, becoming a passive instrument in his hands. No one is to merge his individuality in that of another. He is not to look to any human being as the source of healing. His dependence must be in God. In the dignity of his God-given manhood he is to be controlled by God himself, not by any human intelligence....

"There is something better for us to engage in than the control of humanity by humanity. The physician should

"The more experienced therapists, the men who have solved their need to dominate and build themselves up at their patients' expense seldom use hypnosis. Often the men who use hypnosis have an unconscious need to dominate--to exert themselves over others. Doing hypnosis often is little more than satisfaction of a person's narcissism.

"Psychic hypnosis is then an understandable phenomenon and can be performed because all people are suggestible. Hypnosis does not cure--and actually may be dangerous or a hindrance to the recovery of the patient. It may not be without its sting to the hypnotist himself for it may feed his narcissism."--The Peril of Hypnosis, J. A. Whieldon, M.D.

Floyd L. Ruch--1954

"Hypnotic suggestion is sometimes dangerous because it seems to make direct treatment unnecessary. It removes the danger signal of pain without curing the organic disease."--Psychology and Life, p. 516.

Hypnosis in dentistry--1961

"In this study of the personality characteristics of dentists who employ hypnosis in their practice, the subjects consisted of 34 dentists....Their results indicated that most well-adjusted dentists do not tend to use hypnosis....

"The vast majority of practicing dentists feel it is possible to render adequate service without employing hypnosis....

"One conclusion that immediately leaps to mind is that, obviously, hypnosis is an unsatisfactory and, perhaps, unsavory technique, judging from how its advocates are seen....

"Hypnosis, in general, is not yet held in high esteem by the dental profession.

educate the people to look from the human to the divine."--The Ministry of Healing, pp. 242, 423. (1905)

"It may be concluded on the basis of this study that dentists who are well-adjusted, who are relatively satisfied with themselves, and who obtain satisfaction from the conventional practice of their profession do not tend to use hypnosis or to become interested in its use. It is as if they do not need such an additional and unusual source of gratification."--Loren R. Borland, D.D.S., and Sidney Epstein, D.D.S., "Psychological Evaluation of Hypnosis in Dentistry"--Journal of the American Dental Association, Jan., 1961, pp. 54-64.

PATIENTS FACING DEATH

Ellen G. White--1905

"Frankness in dealing with a patient inspires him with confidence, and thus proves an important aid to recovery. There are physicians who consider it wise policy to conceal from the patient the nature and cause of the disease from which he is suffering. Many, fearing to excite or discourage a patient by stating the truth, will hold out false hopes of recovery, and even allow a patient to go down to the grave without warning him of his danger. All this is unwise. It may not always be safe or best to explain to the patient the full extent of his danger. This might alarm him and retard or even prevent recovery. Nor can the whole truth always be told to those whose ailments are largely imaginary....But though the truth may not all be spoken on all occasions, it is never necessary or justifiable to deceive. Never should the physician or nurse stoop to prevarication. He who does this places himself where God cannot co-operate with him, and in forfeiting the confidence of his patients he is casting away one of the most effective human aids to their restoration."--Ministry of Healing, p. 245.

Science--1961

"Chicago, May 9--Gary Cooper has been told he will die. He knows his fate. But how many of the other thousands of Americans dying at this hour have been informed?

"Two psychiatrists said here Monday that the 'conspiracy of silence' on the part of doctors and relatives of the dying patient may be doing more harm than good....They told the American Psychiatric Association convention here the patient knows more times than not that he is being hoaxed but acts out his role of an uninformed person in order to protect the feelings of his family and doctor.

" 'It is a mistake to assume that everyone feels the same unutterable fear of death,' said Dr. Thomas P. Hackett and Dr. Avery D. Weisman, both of Boston'Many people can accept it as they would a crisis in ordinary life.

" 'We believe that it is almost impossible to withhold knowledge of death from a dying person. To attempt to do so blindly imposes an unintended exile on someone facing the ultimate loneliness.' "--Ft. Worth Star Telegram, May 9, 1961.

DRUGS AND BIRTH DEFECTS

Ellen G. White--1865

"Physicians, by administering their drug-poisons, have done very much to increase the depreciation of the race, physically, mentally, and morally. Everywhere you may go you will see deformity, disease and imbecility, which in very many cases can be traced directly back to the hand of some doctor, as a remedy for some of life's ills."--(Health and How to Live, No. 3, p. 51) Selected Messages, Bk. 2, p. 442.

Ellen G. White--1890

"As the result of parental intemperance, children often lack physical strength and mental and moral power....To a great degree, parents are responsible, not only for the violent passions and perverted appetites of their children, but for the infirmities of the thousands born deaf, blind, diseased, or idiotic."--Patriarchs and Prophets, p. 561.

Dr. Jesse D. Rising, Univ. of Kansas--1958

"A doctor treating a woman during pregnancy with anesthetics, X-ray, ACTH or cortisone-type hormones, may subject the fetus to oxygen shortage or some other threat. The result: 'Physicians now face the horrible possibility that they, in addition to certain "acts of God", are responsible for many developmental defects.' He lists babies born with one eye, abnormal hearts, cleft palate or mongolism, and Siamese twins.

" 'The thoughtful physician,' Dr. Rising concludes, 'will not think of abandoning these useful (and often life-saving) drugs, but he will not lightly prescribe (them, and) will exert every effort to understand... the harmful effects that may result from their use.' "--Time, Oct. 27, 1958.

Radiation, Strong Drugs, and Alcohol--1959

"The nucleic acid in the human germ may be normal to begin with, only to be damaged by some outside agent. X-ray radiation, for instance....Then the infant will be born malformed.

"Strong drugs and narcotics, large doses of alcohol, lack of oxygen (hypoxia) and certain types of virus infections may cause similar malformations in the growing embryo."--Thomas M. Rivers, M.D., Medical Vice-President, the National Foundation. Feb., 1959.

Laboratory Confirmation--1961

"Scientists have actually produced cleft-palates, blindness, harelip and other defects in mice by giving the mothers large doses of various drugs in early pregnancy to create such a defect-producing situation....

"Dr. Josef Wankany of the University of Cincinnati reports more than 50 drugs, chemicals, and medications that taken in large doses during early pregnancy can produce defective mammals."--Bernard Seeman in Coronet, Aug., 1961.

CAUTIONS CONCERNING X-RAY

Ellen G. White--1906

"When we were at the _____ sanitarium, we were conducted through the new treatment rooms. One room was elaborately fitted up with electrical appliances for giving patients treatment. That night I was instructed that some connected with the institution were introducing things for the treatment of the sick that were not safe. The application of some of these electrical treatments would involve the patient in serious difficulties, imperiling life..."

"I have been instructed that the X-ray is not the great blessing that some suppose it to be. If used unwisely it may do much harm. The results of some of these electrical treatments are similar to the results of using stimulants. There is a weakness that follows."-- E. G. White Letter 204, 1906. In (pamphlet) Medical Evangelistic Library No. 5, pp. 18, 19.

Radiation

The X-ray was too new in 1906 when Ellen White wrote, for the perils of over-exposure to be fully known. Many have learned through painful experience the far-reaching effects of overexposure. This is so well understood today that documentation on this point is uncalled for.

E. G. White Recognized Value of X-ray:

In 1911 at Loma Linda, Mrs. White underwent treatment with X-ray. Of this she wrote: "For several weeks I took treatment with the X-ray for the black spot that was on my forehead. In all I took twenty-three treatments, and these succeeded in entirely removing the mark. For this I am very grateful."--Letter 30, 1911, Selected Messages, Bk. 2, p. 303.

FATS AND HEART AND BLOOD VESSEL DISEASES

Ellen G. White--1868

"The eating of flesh meats has made a poor quality of blood and flesh...You are liable to acute attacks of disease, and to sudden death."--Testimonies, Vol. 2, p. 61, in Counsels on Diet and Foods, p. 387.

Ellen G. White--1896

"Both the blood and the fat of animals are consumed as a luxury. But the Lord gave special directions that these should not be eaten. Why? because their use would make a diseased current of blood in the human system. The disregard for the Lord's special directions has brought a variety of difficulties and diseases upon human beings. If they introduce into their systems that which cannot make good

American Heart Association--1960

"The reduction or control of fat consumption under medical supervision, with reasonable substitution of polyunsaturated for the saturated fats is recommended as a possible means of preventing atherosclerosis and decreasing the risk of heart attacks and strokes."--Quoted in Time, Dec. 26, 1960.

"Research of Drs. Jolliffe and Keys indicate: 'that saturated fats stimulate the body's production of cholesterol, which joins other substances to line and narrow the arteries, making them susceptible to blockages that can starve the heart or brain and cause death.' "--Time, Dec. 26, 1960.

Science, News Release, May 18, 1961

"Live the simple life--as do the

flesh and blood, they must endure the results of their disregard of God's word."
 --Counsels on Diet and Foods, pp. 393-4.

Ellen G. White--1865

"Many are so devoted to intemperance that they will not change their course of indulging in gluttony under any circumstances. They would sooner sacrifice health, and die prematurely, than to restrain the intemperate appetite."--Health or How to Live, No. 1, pp. 51-60, in Selected Messages, Bk. 2, p. 416.

Science, News Release--May 18, 1961

"Live the simple life--as do the Seventh-day Adventists--and your chances are much better for a healthier heart, a medical professor says. The American College of Cardiology heard the findings of Dr. Richard Walden, assistant professor of preventive medicine at the College of Medical Evangelists....In a comparative study, Dr. Walden said yesterday, Adventist men-folk suffered 40% fewer diseased heart arteries than the public. And their blood cholesterol, he added, was 15% lower than other groups--selected at random in New York and Philadelphia.

"Not only do Adventists refuse all tobacco, alcohol, or coffee, Dr. Walden noted, but about half of the sect's 1.6 million members are strict vegetarians."
 --Washington Evening Star
 May 19, 1961.

A NUTRITION AUTHORITY DISCUSSES MRS. E. G. WHITE

Clive McCay, PhD, Professor of Nutrition, Cornell University, Ithaca, New York
 Introductory and Concluding Remarks Made at Memphis, Tenn., March, 1958

"In 1915 at the ripe age of 88 died one of the most remarkable women that America has produced. Her name was Ellen G. White. Although she had only a few months of formal schooling when a child, her list of books even today numbers about 60. Some of these are books about her or compilations from her lectures. Unfortunately these writings are buried in a few stores dealing with religious books and listed in a catalogue entitled 'Spirit of Prophecy Volumes'. The chief book of Ellen G. White which deals with nutrition is entitled COUNSELS ON DIET AND FOODS. This work consists of excerpts starting in 1863, at the time of our War Between the States and extending until 1909 or nearly until World War I.

"The writings of Ellen G. White have been cited because they provide a guide to nutrition that comprehends the whole body. Much of this wisdom of the past is not understood today, and we attempt to attain miracles by eating vitamin tablets, mixtures of trace minerals or protein concentrates. Ellen White died before modern biochemistry had unfolded many of the mechanisms of the chemistry of the body and the composition of foods, but if people followed her plan even today they would be far better fed than they are in their attempts to eat bad diets and then compensate by miracle foods. She advocated simple, natural diets, low in fat, low in salt, well prepared and modest in amount. Gradually she became a vegetarian, but included milk and eggs in her food pattern....We can read over and over the writings of such leaders as Ellen G. White, who taught the importance of good food for a healthy body if we are to have a good soul."

--Natural Food and Farming
 May, 1958.

DR. McCAY WRITES FOR THE REVIEW AND HERALD

At the request of the Review and Herald, Dr. McCay expanded a presentation he had made in April 1958 to the Men's Club of the Ithaca, New York Unitarian Church to three articles which appeared in the issues of February 12, 19, and 26, 1959. We present here concluding portions of the first and third articles.

A Sound Nutritional Program

"A sound nutrition program takes account of more than just the purchase of food. A healthy body, a satisfactory program of living, and a tranquil mind are all part of the essentials for sound nutrition, since the glands that insure digestion and assimilation of food cannot function when under the influence of a disturbed mind.

"I have given this brief summary to provide the setting for my comments on the teachings of Ellen G. White, particularly in terms of the usefulness of her teaching today for the population of America. Whatever may be the reader's religion, he can gain much in the midst of this confused world in which we live, by a study of the writings of Mrs. White. Also, every thoughtful modern nutritionist must be impressed by the soundness of Mrs. White's teachings in spite of the fact that she began to write nearly a century ago....

"To the modern nutritionist they also have special appeal because vast numbers of people have now moved to the edge of cities. They have facilities for producing much of their own vegetables and fruits with a minimum of poisonous spray residues. They have the space to grind their own wheat and make their own bread. They can even raise their own potatoes and squash. Mrs. White understood the value of such foods for better nutrition, and the value of the experiences of gardening as human recreation.

"When one reads such works by Mrs. White as Ministry of Healing or Counsels on Diet and Foods, he is impressed by the correctness of her teachings in the light of modern nutritional science. One can only speculate how much better health the average American might enjoy, even though he knew almost nothing of modern science, if he but followed the teachings of Mrs. White."--Review and Herald, Feb. 12, 1959.

Mrs. White's Impressive Leadership

"Every modern specialist in nutrition whose life is dedicated to human welfare must be impressed in four respects by the writings and leadership of Ellen G. White.

"In the first place, her basic concepts about the relation between diet and health have been verified to an unusual degree by scientific advances of the past decades. Someone may attempt to explain this remarkable fact by saying: 'Mrs. White simply borrowed her ideas from others'. But how would she know which ideas to borrow and which to reject out of the bewildering array of theories and health teachings current in the nineteenth century?

"In the second place, everyone who attempts to teach nutrition can hardly conceive of a leadership such as that of Mrs. White that was able to induce a substantial number of people to improve their diets.

"In the third place, one can only speculate about the large number of sufferers during the past century who could have had improved health if they had accepted the teachings of Mrs. White.

"Finally, one can wonder how to make her teachings more widely known in order to benefit the overcrowded earth that seems inevitable tomorrow with the present rate of increase of the world's population.

"In spite of the fact that the works of Mrs. White were written long before the advent of modern scientific nutrition, no better over-all guide is available today."

--Review and Herald
Feb. 26, 1929

UNIT 1. THE SCOPE OF CHRISTIAN EDUCATION

ED 13 "Our ideas of education take too narrow and too low a range."

ED 13 "There is need of a broader scope, a higher aim."

ED 13 "True education means more than the pursual of a certain course of study."

ED 13 "It means more than a preparation for the life that now is."

ED 13 "It has to do with the whole being."

ED 13 It has to do "with the whole period of existence possible to man."

ED 13 "It is the harmonious development of the physical, the mental, and the spiritual powers."

ED 19 "As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."

ED 30 "The work of education and the work of redemption are one."

ED 30 Christ is the only foundation "in education as in redemption".

ED 30 Pursue "that course which embraces eternity".

ED 30 "Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school."

ED 33, 34 "The men who held fast God's principles of life dwelt among the fields and hills. They were tillers of the soil, and keepers of flocks and herds; and in this free, independent life, with its opportunities for labor and study and meditation they learned of God and taught their children of His works and ways."

ED 38 "The education of the Israelites included all their habits of life. Everything that concerned their well-being was the subject of divine solicitude."

ED 41 "In the arrangements for the education of the chosen people it is made manifest that a life centered in God is a life of completeness. Every want He has implanted, He provides to satisfy; every faculty imparted, He seeks to develop."

ED 81, 82 "Christ's teaching, like His sympathies, embraced the world. Never can there be a circumstance in life, a crisis in human experience, which has not been anticipated in His teaching, and for which its principles have not a lesson. The Prince of teachers, His words will be found a guide to His co-workers till the end of time."

ED 82 "In His teaching were embraced the things of time and the things of eternity--things seen, in their relation to things unseen, the passing incidents of common life and the solemn issues of the life to come."

ED 82 "The things of this life He placed in their true relation, as subordinate to those of eternal interest; but He did not ignore their importance. He taught that heaven and earth are linked together, and that a knowledge of divine truth prepares man better to perform the duties of daily life."

ED 112 "In cultivating carefulness, patience, attention to detail, obedience to law, it imparts a most essential training. The constant contact with the mystery of life and the loveliness of nature, as well as the tenderness called forth in ministering to these beautiful objects of God's creation, tends to quicken the mind and refine and elevate the character; and the lessons taught prepare the worker to deal more successfully with other minds."

ED 225 "True education imparts this wisdom. It teaches the best use not only of one but of all our powers and acquirements. Thus it covers the whole circle of obligation--to ourselves, to the world, and to God."

ED 232, 233 "The youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger. With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the lifework, and, when legitimate, should be carefully cultivated. At the same time, it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training."

ED 301 "Heaven is a school; its field of study, the universe; its teacher, the Infinite One."

Studies in heaven include:

ED 303 Nature, Astronomy, Building, Agriculture

ED 304 History, Plan of Salvation, Ministry of Angels

ED 307 "All the treasures of the Universe."

ED 307 "All the treasures of the universe will be open to the study of God's children. With unutterable delight we shall enter into the joy and the wisdom of unfallen beings."

FE 45 "The truths of the divine word can be best appreciated by an intellectual Christian. Christ can be best glorified by those who serve Him intelligently."

FE 47 "Jesus did not despise education. The highest culture of the mind, if sanctified through the love and the fear of God, receives His fullest approval."

FE 49 "Those who will empty their hearts of vanity and rubbish, through the grace of God may purify the chambers of the mind, and make it a storehouse of knowledge, purity, and truth. And it will be continually reaching beyond the narrow boundaries of worldly thought, into the vastness of the Infinite."

FE 328 "True education is that which will train children and youth for the life that now is, and in reference to that which is to come; for an inheritance in that better country, even in an heavenly."

FE 387 "True education embraces physical, mental, and moral training, in order that all the powers shall be fitted for the best development, to do service for God, and to work for the uplifting of humanity."

CT 55 "To dwell forever in this home of the blest, to bear in soul, body, and spirit, not the dark traces of sin and the curse, but the perfect likeness of our Creator, and through ceaseless ages to advance in wisdom, in knowledge, and in holiness, ever exploring new fields of thought, ever finding new wonders and new glories, ever increasing in capacity to know and to enjoy and to love, and knowing that there is still beyond us joy and love and wisdom infinite--such is the object to which the Christian's hope is pointing, for which Christian education is preparing. To secure this education, and to aid others to secure it, should be the object of the Christian's life."

CT 66 "Men living in this little atom of a world are finite; God has unnumbered worlds that are obedient to His laws."

CT 162 "Truth we cannot know now, because of finite limitation, we shall know hereafter."

CT 280 "Those who look forward to a heaven of inactivity will be disappointed; for the economy of heaven provides no place for the gratification of indolence."

CT 539, 540 "The teaching in our schools is not to be the same as in other colleges and seminaries. It is not to be of an inferior order; the knowledge essential to prepare a people to stand in the great day of God is to be made the all-important theme. The students are to be fitted to serve God, not only in this life, but in the future life. The Lord requires that our schools shall fit students for the kingdom to which they are bound. Thus they will be prepared to blend in the holy, happy harmony of the redeemed."

DA 249 "The Saviour did not despise education; for when controlled by the love of God, and devoted to His service, intellectual culture is a blessing."

UNIT 1. SUMMARY

The Scope of Christian Education

1. The Range

"Our ideas of education take too narrow and too low a range." ED 13

2. Balance

"It is the harmonious development of the physical, the mental, and the spiritual powers." ED 13 (See Introduction)

3. It embraces time and eternity

True education is a preparation for this life and eternity. ED 13

4. The University of Heaven

Heaven is a school, the greatest university and a place of great activity.
ED 307, CT 162, CT 280

5. It involves Redemption

Hence the close relationship of education and redemption. ED 30

6. It stimulates the highest ideals

True education embraces the highest ideals stimulated by the contemplation of the vastness of God's love, His laws, and His infinite creation. FE 49

7. It calls for a rural atmosphere

The ideal education calls for much time away from the cities in a quiet rural and agricultural atmosphere. ED 33, 34

8. It calls for "labor and study and meditation." ED 33, 34

In the University of Heaven

GC 677, 678 "There the redeemed shall know, even as also they are known. The loves and sympathies which God Himself has planted in the soul shall there find truest and sweetest exercise. The pure communion with holy beings, the harmonious social life with the blessed angels and with the faithful ones of all ages who have washed their robes and made them white in the blood of the Lamb, the sacred ties that bind together 'the whole family in heaven and earth' (Ephesians 3:15)--these help to constitute the happiness of the redeemed.

"There, immortal minds will contemplate with never-failing delight the wonders of creative power, the mysteries of redeeming love. There will be no cruel, deceiving foe to tempt to forgetfulness of God. Every faculty will be developed, every capacity increased. The acquirement of knowledge will not weary the mind or exhaust the energies. There the grandest enterprises may be carried forward, the loftiest aspirations reached, the highest ambitions realized; and still there will arise new heights to surmount, new wonders to admire, new truths to comprehend, fresh objects to call forth the powers of mind and soul and body.

"All the treasures of the universe will be open to the study of God's redeemed. Unfettered by mortality, they wing their tireless flight to worlds afar--worlds that thrilled with sorrow at the spectacle of human woe and rang with songs of gladness at the tidings of a ransomed soul. With unutterable delight the children of earth enter into the joy and the wisdom of unfallen beings. They share the treasures of knowledge and understanding gained through ages upon ages in contemplation of God's handiwork. With undimmed vision they gaze upon the glory of creation--suns and stars and systems, all in their appointed order circling the throne of Deity. Upon all things, from the least to the greatest, the Creator's name is written, and in all are the riches of His power displayed.

"And the years of eternity, as they roll, will bring richer and still more glorious revelations of God and of Christ. As knowledge is progressive, so will love, reverence, and happiness increase. The more men learn of God, the greater will be their admiration of His character. As Jesus opens before them the riches of redemption and the amazing achievement in the great controversy with Satan, the hearts of the ransomed thrill with more fervent devotion, and with more rapturous joy they sweep the harps of gold; and ten thousand times ten thousand and thousands of thousands of voices unite to swell the mighty chorus of praise.

"'And every creature which is in heaven, and on the earth, and under the earth, and such as are in the sea, and all that are in them, heard I saying, Blessing, and honor, and glory, and power, be unto Him that sitteth upon the throne, and unto the Lamb forever and ever.' Revelation 5:13

"The great controversy is ended. Sin and sinners are no more. The entire universe is clean. One pulse of harmony and gladness beats through the vast creation. From Him who created all flow life and light and gladness throughout the realms of illimitable space. From the minutest atom to the greatest world, all things, animate and inanimate, in their unshadowed beauty and perfect joy, declare that God is love."

I Cor. 2:9 "Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things that God hath prepared for them that love Him."

ED 305 "Every redeemed one will understand the ministry of angels in his own life. The angel who was his guardian from his earliest moment; the angel who watched his steps, and covered his head in the day of peril; the angel who was with him in the valley of the shadow of death, who marked his resting place, who was the first to greet him in the resurrection morning--what will it be to hold converse with him, and to learn the history of divine interposition in the individual life, of heavenly co-operation in every work for humanity!

"All the perplexities of life's experience will then be made plain. Where to us have appeared only confusion and disappointment, broken purposes and thwarted plans, will be seen a grand, overruling, victorious purpose, a divine harmony."

MH 417 "The Bible shows us God in His high and holy place, not in a state of inactivity, not in silence and solitude, but surrounded by ten thousand times ten thousand and thousands of thousands of holy beings, all waiting to do His will. Through these messengers He is in active communication with every part of His dominion. By His Spirit He is everywhere present. Through the agency of His Spirit and His angels, He ministers to the children of men.

"Above the distractions of the earth He sits enthroned; all things are open to His divine survey; and from His great and calm eternity He orders that which His providence sees best."

UNIT 2. THE AIMS OF CHRISTIAN EDUCATION

ED 13 "It prepares the student for the joy of service in this world."

ED 13 "And for the higher joy of wider service in the world to come."

ED 15, 16 "To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized--this was to be the work of redemption. This is the object of education, the great object of life."

ED 16 "In the whole being--the body, the mind, as well as the soul--the image of God is to be restored."

ED 17, 18 "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 source 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 18 "Higher than the highest human thought can reach is God's ideal for His children."

ED 18 "Before the student there is opened a path of continual progress."

ED 18 "Advance as fast and as far as possible in every branch of true knowledge."

ED 29 "In all educational effort should not this co-operation (with Christ) be the highest aim?"

ED 29 The teacher is not to be content with turning out clever accountants, etc. He must "inspire them with principles of truth, obedience, honor, integrity, and purity--principles that will make them a positive force for the stability and uplifting of society."

ED 30 "Learn life's great lesson of unselfish service."

ED 46 "These schools were intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors."

ED 57 "The greatest want of the world is the want of men...who will stand for the right though the heavens fall."

ED 107 "Parents and teachers should aim so to cultivate the tendencies of the youth that at each stage of life they may represent the beauty appropriate to that period, unfolding naturally, as do the plants in the garden."

ED 109 "The harvest of life is character."

ED 114 "Perfection exists in the least as well as in the greatest of the works of God. The hand that hung the worlds in space is the hand that fashions the flowers of the field. Examine under the microscope the smallest and commonest of wayside blossoms, and note in all its parts the exquisite beauty and completeness. So in the humblest lot true excellence may be found; the commonest tasks, wrought with loving faithfulness, are beautiful in God's sight. Conscientious attention to the little things will make us workers together with Him, and win for us His commendation who seeth and knoweth all."

ED 119 "Many are the lessons that may thus be learned. Self-reliance, from the tree that, growing alone on plain or mountainside, strikes down its roots deep into the earth, and in its rugged strength, defies the tempest. The power of early influence, from the gnarled, shapeless trunk, bent as a sapling, to which no earthly power can afterward restore its lost symmetry. The secret of a holy life, from the water lily, that, on the bosom of some slimy pool, surrounded by weeds and rubbish, strikes down its channeled stem to the pure sands beneath, and, drawing thence its life, lifts up its fragrant blossoms to the light in spotless purity."

ED 220 "Thus, also our schools could aid effectively in the disposition of the unemployed masses" directing them to "a happy, independent life...in the tilling of the soil."

ED 221, 222 "Teach them that life's true aim is not to secure the greatest possible gain for themselves, but to honor their Maker in doing their part of the world's work, and lending a helpful hand to those weaker or more ignorant."

ED 225 "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."

ED 225 "Character building is the most important work ever entrusted to human beings."

ED 262 "Success in any line demands a definite aim."

ED 262 "The heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being."

ED 262, 263 "God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended. From the humblest lot those whom He has seen faithful have in time past been called to witness for Him in the world's highest places. And many a lad of today, growing up as did Daniel in his Judean home, studying God's word and His works, and learning the lessons of faithful service, will yet stand in legislative assemblies, in halls of justice, or in royal courts, as a witness for the King of kings. Multitudes will be called to a wider ministry. The whole world is opening to the gospel. Ethiopia is stretching out her hands unto God. From Japan and China and India, from the still-darkened lands of our own continent, from every quarter of this world of ours, comes the cry of sin-stricken hearts for a knowledge of the God of love. Millions upon millions have never so much as heard of God or of His love revealed in Christ. It is their right to receive this knowledge."

ED 267 "Each should aim just as high as the union of human with divine power makes it possible for him to reach."

ED 296 " 'Something better' is the watchword of education, the law of all true living."

FE 30 Parents' anxiety should "not be to know how they can educate their children so that they will be praised and honored of the world, but how they can educate them to form beautiful characters that God can approve."

FE 45 "The great object of education is to enable us to use the powers which God has given us in such a manner as will best represent the religion of the Bible and promote the glory of God."

FE 49 "The youth should be learners for the next world....Those who have made the most of their privileges to reach the highest attainments here, will take these valuable acquisitions with them into the future life."

FE 73 "This (work-and-study) training would encourage habits of self-reliance, firmness, and decision. Graduates of such institutions would be prepared to engage successfully in the practical duties of life. They would have courage and perseverance to surmount obstacles, and firmness of principle that would not yield to evil influences."

FE 75, 76 Students should "come from school with well-developed intellects, and with health of body and health of soul."

FE 96 The schools of the prophets furnished "leaders and counselors".

FE 115 "Aim for mental discipline and the formation of right moral sentiments and habits."

FE 387 "True education embraces the physical, mental, and moral training, in order that all the powers shall be fitted for the best development, to do service for God, and to work for the uplifting of humanity."

CT 42, 43 "We need a well-disciplined, cultivated class of young men and women in our sanitariums, in the medical missionary work, in the offices of publication, in the conferences of different states, and in the field at large. We need young men and women who have a high intellectual culture, in order that they may do the best work for the Lord."

CT 43 All our youth should be trained, not just selected ones.

CT 44 "Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God. They all need an education, that they may be fitted for usefulness, qualified for places of responsibility in both private and public life. There is a great necessity of making plans that there may be a large number of competent workers, and many should fit themselves as teachers, that others may be trained and disciplined for the great work of the future."

CT 49, 50 "To make the possession of worldly honor or riches our ruling motive is unworthy of one who has been redeemed by the blood of Christ. It should rather be our aim to gain knowledge and wisdom that we may become better Christians, and be prepared for greater usefulness, rendering more faithful service to our Creator, and by our example and influence leading others also to glorify God. Here is something real, something tangible--not only words, but deeds. Not only the affections of the heart, but the service of the life, must be devoted to our Maker.

"To bring man back into harmony with God, so to elevate and ennoble his moral nature that he may again reflect the image of the Creator, is the great purpose of all the education and discipline of life. So important was this work that the Saviour left the courts of heaven and came in person to this earth, that He might teach men how to obtain a fitness for the higher life. For thirty years He dwelt as a man among men, passed through the experiences of human life as a child, a youth, a man; He endured the severest trials that He might present a living illustration of the truths He taught. For three years as a teacher sent from God He instructed the children of men; then, leaving the work to chosen colaborers, He ascended to heaven. But His interest in it has not abated. From the courts above He watches with the deepest solicitude the progress of the cause for which He gave His life."

CT 52 "While religious principle is held paramount, every advance step taken in the acquirement of knowledge or in the culture of the intellect, is a step toward the assimilation of the human with the divine, the finite with the Infinite."

CT 55 "To dwell forever in this home of the blest, to bear in soul, body, and spirit, not the dark traces of sin and the curse, but the perfect likeness of our Creator, and through ceaseless ages to advance in wisdom, in knowledge, and in holiness, ever exploring new fields of thought, ever finding new wonders and new glories, ever increasing in capacity to know and to enjoy and to love, and knowing that there is still beyond us joy and love and wisdom and wisdom infinite--such is the object to which the Christian's hope is pointing, for which Christian Education is preparing. To secure this education, and to aid others to secure it, should be the object of the Christian's life."

CT 61 Character formation is the most important object in education. "The formation of character is the work of a lifetime, and it is for eternity."

CT 68 "The great aim of the teacher should be the perfecting of Christian character in himself and in his students. Teachers, let your lamps be trimmed and burning, and they will not only be lights to your students, but will send out clear and distinct rays to the homes and neighborhoods where your students live, and far beyond into the moral darkness of the world."

CT 86 "Too little attention has been given to the education of young men for the ministry. This was the primary object to be secured in the establishment of the college."

CT 311, 312 "With a practical training, students will be prepared to fill useful positions in many places. If in the opening providence of God it becomes necessary to erect a meetinghouse in some locality, the Lord is pleased if there are among His own people those to whom He has given wisdom and skill to perform the necessary work."

CT 505 "Education balanced by a solid religious experience, fits the child of God to do his appointed work steadily, firmly, understandingly."

CT 555 "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world."

MH 512 "Nothing is more needed in our work than the practical results of communion with God. We should show by our daily lives that we have peace and rest in the Saviour. His peace in the heart will shine forth in the countenance. It will give to the voice a persuasive power. Communion with God will ennoble the character and the life. Men will take knowledge of us, as of the first disciples, that we have been with Jesus. This will impart to the worker a power that nothing else can give. Of this power he must not allow himself to be deprived."

"We must live a twofold life--a life of thought and action, of silent prayer and earnest work. The strength received through communion with God, united with earnest effort in training the mind to thoughtfulness and care-taking, prepares one for daily duties, and keeps the spirit in peace under all circumstances, however trying."

UNIT 2. SUMMARY

The Aims of Christian Education

1. Character building ED 225
2. A high intellectual culture CT 42, 43
3. Everyone learning a trade ED 218
4. Vigorous health--by combining work and study CT 290, 291, 308
5. Unselfish service for humanity FE 387
6. Preparation for citizenship here. Joseph and Daniel were prime ministers.
ED 51
7. Preparation for a happy life in heaven CT 55, 68
8. Finishing God's work on earth CT 55, 68; FE 117
9. Preparing many for "a happy, healthy, independent life...in the tilling of the soil." ED 220
10. Development of leaders of self-reliance, firmness, and decision FE 73, 96

UNIT 3. THE SOURCES OF CHRISTIAN EDUCATION

ED 13 In God "are hid all the treasures of wisdom and knowledge." Col. 2:3

ED 13 God "hath counsel and understanding." Job 12:13

ED 14 "As far as" the teaching of the world's great thinkers "is true", they "reflect the rays of the Sun of Righteousness."

ED 14 "In a knowledge of God, all true knowledge and development have their source."

ED 14 True higher education is that imparted by Christ.

ED 17 "Nature still speaks of her Creator. Yet these revelations are partial and imperfect."

ED 17 "The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education."

ED 17 "Instead of confining their study to that which other men have said, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation."

ED 21 "The book of nature...an exhaustless source of instruction and delight."

ED 22 "The laws and operation of nature, and the great principles of truth that govern the spiritual universe, were opened to their (Adam and Eve's) minds by the Infinite Author of All."

ED 26 "Nature was still to be man's lesson-book."

ED 20 Union with Christ the source of wisdom.

ED 30 "The great principles of education are unchanged. 'They stand fast forever and ever;' for they are the principles of the character of God."

ED 41 "A life centered in God is a life of completeness."

ED 73 Christ was the perfect ideal.

ED 77 "Born amidst surroundings the rudest, sharing a peasant's home, a peasant's fare, a craftsman's occupation, living a life of obscurity, identifying Himself with the world's unknown toilers--amidst these conditions and surroundings--Jesus followed the divine plan of education."

ED 77 "His education was gained directly from the Heaven-appointed sources: from useful work, from the study of the Scriptures and of 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."

ED 80 Prayer, the secret place of power.

ED 83 "In the Teacher sent from God, all true educational work finds its center."

SOURCES

ED 85 Christ, "the greatest educator this world has ever known."

ED 123 "The Bible contains all the principles that men need to understand in order to be fitted either for this life or the life to come."

ED 124 "As a means of intellectual training, the Bible is more effective than any other book or all other books combined."

ED 255 "Faith is needed in the smaller no less than in the greater affairs of life. In all our daily interests and occupations the sustaining strength of God becomes real to us through an abiding trust."

ED 255 "As a shield from temptation and an inspiration to purity and truth, no other influence can equal the sense of God's presence."

ED 259 "It was in the hours of solitary prayer that Jesus in His earth-life received wisdom and power. Let the youth follow His example in finding at dawn the twilight a quiet season for communion with their Father in Heaven."

ED 257, 258 "In the prayer of faith there is a divine science; it is a science that every one who would make his life-work a success must understand. Christ says, 'What things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them.' (Mark 11:24) He makes it plain that our asking must be according to God's will; we must ask for the things that He has promised, and whatsoever we receive must be used in doing His will. The conditions met, the promise is unequivocal."

ED 260 "Many, even in their seasons of devotion, fail to receive the blessing of real communion with God. They are in too great haste. With hurried steps they press through the circle of Christ's loving presence, perhaps pausing a moment within the sacred precincts, but not waiting for counsel. They have not time to remain with the divine Teacher. With their burdens they return to their work."

ED 260, 261 Prayer renews mental, physical, and spiritual power.

ED 268 "Love and loyalty to Christ are the spring of all true service."

ED 268 "Very close and sacred is the relation between Christ and His Church."

ED 282 "This is the secret of power over your pupils. Reflect Him."

ED 283 "In the formation of character, no other influences count so much as the influence of the home."

ED 283 "The teacher's work should supplement that of the parents, but it is not to take its place."

ED 297 "Bring them in contact with truer beauty, with loftier principles, and with nobler lives. Lead them to the One 'altogether lovely.'"

FE 48 "Christ was the greatest educator the world ever knew."

FE 66 "Christ should be an honored guest in the family circle, and His presence is no less needed in the classroom."

FE 84 "As an educating power the Bible is without a rival."

FE 85 "There is harmony between nature and Christianity; for both have the same Author. The book of nature and the book of revelation indicate the working of the same divine mind. There are lessons to be learned in nature; and there are lessons, deep, earnest, and all-important lessons, to be learned from the book of God."

FE 100 "The Bible presents a perfect standard of character."

FE 129 "The study of the Bible will give strength to the intellect."

FE 129 "It unfolds a simple and complete system of theology and philosophy."

FE 151 "Jesus, the Son of God, in laboring with His hands at the carpenter's trade, gave an example to all youth....Jesus was subject to His parents, and contributed His share toward the sustenance of the family."

FE 182 The great importance of Bible Study.

FE 320 "Let our students be placed where nature can speak to the senses, and in her voice they may hear the voice of God."

FE 328 "True education is a grand science; for it is founded on the fear of the Lord, which is the beginning of wisdom."

FE 347 "From the first opening of a book, the candidate for an education should recognize God as the one who imparts true wisdom."

FE 394 "The word of God is the most perfect educational book in our world."

FE 402 "Christ applied Himself diligently to a study of the Scriptures; for He knew them to be full of precious instruction to all who will make it the man of their counsel."

FE 403 "'This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou has sent.'"

FE 405 "'The entrance of Thy words giveth light; it giveth understanding unto the simple.'"

FE 407 "Christ was a teacher sent from God, and His words did not contain a particle of chaff or a semblance of that which is nonessential."

FE 443 "The life of Jesus was a life in harmony with God. While He was a child, He thought and spoke as a child, but no trace of sin marred the image of God within Him. From the first dawning of intelligence He was continually growing in heavenly grace, and knowledge of truth."

FE 474 The Bible "must be made the groundwork and subject matter of education."

FE 526 "The Holy Spirit is greatly needed in our schools." (See also ED 134; 7T 251; COL 24, 131)

SOURCES

FE 542 "The word of God should have a place--the first place--in every system of education."

CT 29 "Jesus spake as never man spake. He poured out to men the whole treasure of heaven in wisdom and knowledge."

CT 37 "Students who are imbued with the Spirit of Christ will grasp knowledge with all their faculties. Without this experience, education is disrobed of its true brightness and glory."

CT 52 "In God's word only do we behold the power that laid the foundations of the earth and that stretched out the heavens....In the word of God the mind finds subjects for the deepest thought, the loftiest aspirations. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as He speaks with men."

CT 54 "From the solemn roll of the deep-toned thunder and old ocean's ceaseless roar, to the glad songs that make the forests vocal with melody, nature's ten thousand voices speak His praise."

CT 54 "He who placed the pearls in the ocean and the amethyst and chrysolite among the rocks is a lover of the beautiful."

CT 55 "Let us never lose sight of the fact that Jesus is a well-spring of joy. He does not delight in the misery of human beings, but loves to see them happy."

CT 395 "The Author of nature is the Author of the Bible. Creation and Christianity have one God. God is revealed in nature, and God is revealed in His word. In clear rays the light shines from the sacred page, showing us the living God, as represented in the laws of His government, in the creation of the world, in the heavens that He has garnished."

CT 396 "When the Bible is made the guide and counselor, it exerts an ennobling influence upon the mind. Its study more than any other will refine and elevate. It will enlarge the mind of the candid student, endowing it with new impulses and fresh vigor. It will give greater efficiency to the faculties by bringing them in contact with grand, far-reaching truths....Let the Bible be received as the food of the soul, the best and most effectual means of purifying and strengthening the intellect."

CT 433 "God's word is true philosophy, true science."

CT 437 "The jewels of truth lie scattered over the field of revelation."

CT 499 The Bible is an unerring guide.

CT 453 Nature and the Bible

CT 460 "Study the Bible for yourselves", a chapter heading.

CT 463 "Continuous study is one of the best means of cultivating a love for the Scriptures."

CM 31, 32 "I have had special light in regard to the canvassing (colporteur) work, and the impression and burden does not leave me. This work is a means of education. It is an excellent school for those who are qualifying themselves to enter the ministry. Those who take up this work as they should, place themselves where they learn of Christ and follow His example. Angels are commissioned to go forth with those who take up this work in true humility."

GW 96 "One of the very best ways in which young men can obtain a fitness for the ministry is by entering the canvassing field. Let them go into towns and cities to canvass for the books which contain the truth for this time. In this work they will find opportunity to speak the words of life, and the seeds of truth they sow will spring up to bear fruit. By meeting the people and presenting to them our publications, they will gain an experience that they could not gain by preaching."

OHC 252 "The rocks are among the precious things of earth, containing treasures of wisdom and knowledge. In the rocks and mountains are registered the fact that God did destroy the wicked from off the earth by a flood."

UNIT 3. SUMMARY

The Sources of Christian Education

1. The Trinity--God, Christ, and the Holy Spirit John 14:26
2. The Bible ED 17
3. Nature ED 21
4. The world's great teachers, carefully checked ED 14
5. Useful work ED 77
6. Life's experiences ED 77
7. Prayer and meditation ED 257-261
8. Colporteur work CM 31, 32 GW 96
9. Teachers ED 19, 29, 30
10. Libraries
11. Museums
12. Field trips
13. Parents ED 275, 276

UNIT 4. CHRISTIAN TEACHERS

ED 19 "He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and moulding the character into harmony with His, does a high and noble work."

ED 29, 30 "The true teacher is not satisfied with second-rate work....He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity--principles that will make them a positive force for the stability and uplifting of society."

ED 30 Union with Christ the source of wisdom.

ED 47 "Many, also, of the teachers (in the Schools of the Prophets) supported themselves by manual labor."

ED 73 Purity and beneficence; faith, meekness, and long-suffering; steadfastness, noble integrity, and firmness; ardor and self-sacrifice; mental and spiritual power are Christ's characteristics, and they are to be revealed in true Christians.

ED 80 Prayer is the secret place of power.

ED 85 Christ was "the greatest educator this world has ever known."

ED 212 "The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship."

ED 213 In..."the binding together of pupil and teacher by the ties of common interest and friendly association, the expenditure of time and effort will be repaid a hundredfold."

ED 218 "Gardens, workshops, and treatment rooms should be provided, and the work in every line should be under the direction of skilled instructors."

ED 219, 220 "Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities."

ED 221 "The minister, the missionary, the teacher, will find their influence with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of every-day life."

ED 221 "The success, perhaps the very life of the missionary, depends on his knowledge of practical things."

ED 221 "The ability to prepare food, to deal with accidents and emergencies, to treat disease, to build a house, or a church if need be--often these make all the difference between success and failure in his life-work."

TEACHERS

ED 232 "He will take a personal interest in each pupil, and will seek to develop all his powers."

ED 233 "An important element in educational work is enthusiasm."

ED 240 "Cheerfulness and courtesy should especially be cultivated by parents and teachers. All may possess a cheerful countenance, a gentle voice, a courteous manner, and these are elements of power."

ED 240 "Children are attracted by a cheerful, sunny demeanor. Show them kindness and courtesy, and they will manifest the same spirit toward you and toward one another."

ED 257 "Through faith in Christ, every deficiency of character may be supplied, every defilement cleansed, every fault corrected, every excellence developed."

ED 257, 258 "In the prayer of faith there is a divine science; it is a science that everyone who would make his life-work a success must understand. Christ says, 'What things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them.' Mark 11:24. He makes it plain that our asking must be according to God's will; we must ask for the things that He has promised, and whatever we receive must be used in doing His will. The conditions met, the promise is unequivocal."

ED 259 "It was in hours of solitary prayer that Jesus in His earth life received wisdom and power. Let the youth follow His example in finding at dawn and twilight a quiet season for communion with their Father in heaven."

ED 260, 261 "Many, even in their seasons of devotion, fail of receiving the blessing of real communion with God. They are in too great haste. With hurried steps they press through the circle of Christ's loving presence, pausing perhaps a moment within the sacred precincts, but not waiting for counsel. They have no time to remain with the divine Teacher. With their burdens they return to their work."

ED 261 "Personal contact with Christ, to sit down in companionship with Him--this is our need."

ED 276 All should know the laws of physical health. "Instruction in scientific and literary lines alone cannot suffice."

ED 277 "The principles of education that He (God) has given are the only safe guide. A qualification essential for every teacher is a knowledge of these principles, and such an acceptance of them as will make them a controlling power in his own life."

ED 277 "The teacher can gain the respect of his pupils in no other way than by revealing in his own character the principles which he seeks to teach them."

ED 277 "The teacher is in great degree dependent upon physical vigor."

ED 277 "So wearing are his (the teacher's) responsibilities that special effort on his part is required to preserve vigor and freshness."

ED 277 "He needs to keep the heart pure and sweet and trustful and sympathetic."

ED 277 "In order to be always firm and calm and cheerful, he must preserve the strength of brain and nerve."

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

ED 278 "Since in his work quality is so much more important than quantity, he should guard against overlabor--against attempting too much in his own line of duty; against accepting other responsibilities that would unfit him for his work."

ED 278 "Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind; and the teacher's example will inspire his pupils with interest in, and respect for, manual labor."

ED 278 "The teacher should scrupulously observe the principles of health.... He should be temperate in all things; in diet, dress, labor, recreation, he is to be an example."

ED 278 "With physical health and uprightness of character should be combined high literary qualifications."

ED 278 "The more of true knowledge the teacher has, the better will be his work."

ED 278 "The schoolroom is no place for surface work."

ED 278 "No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency."

ED 278 "The teacher's usefulness depends...upon the standard at which he aims....His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his pupils."

ED 278, 279 "The teacher must have aptness for his work. He must have the wisdom and tact required in dealing with minds. However great his scientific knowledge, however excellent his qualifications in other lines, if he does not gain the respect and confidence of his pupils, his efforts will be in vain.

"Teachers are needed who are quick to discern and improve every opportunity for doing good; those who with enthusiasm combine true dignity, who are able to control, and 'apt to teach', who can inspire thought, arouse energy, and impart courage and life."

ED 280 "Under no circumstances should the teacher manifest partiality."

ED 281 "He will spare no pains to reach the highest standard of excellence. All that he desires his pupils to become, he will himself strive to be."

ED 282 "As the highest preparation for your work, I point you to the words, the life, the methods, of the Prince of teachers."

ED 282 "This is the secret of power over your pupils. Reflect Him."

ED 283 "The teacher's work should supplement that of the parents, but is not to take its place."

TEACHERS

ED 283 "In all that concerns the well-being of the child, it should be the effort of parents and teachers to co-operate."

ED 284, 285 Parents and teachers should counsel together.

ED 292 "With the dull pupil he should bear patiently, not censuring his ignorance, but improving every opportunity to give him encouragement. With sensitive, nervous pupils he should deal very tenderly."

ED 293 "Love and tenderness, patience and self-control, will at all times be the law of their speech." (The teachers')

FE 19 "The habits and principles of a teacher should be considered of even greater importance than his literary qualifications."

FE 58 "The teacher must be what he desires his pupils to become."

FE 58 "If they would oftener gather the children about them, and manifest an interest in their work, and even in their sports, they would gain the love and confidence of the little ones, and the lesson of respect and obedience would be far more readily learned; for love is the best teacher."

FE 90 "The teachers in our schools have a heavy responsibility to bear. They must be in words and character what they wish their students to be--men and women that fear God and work righteousness."

FE 107 "Before a person is prepared to become a teacher of the truth to those who are in darkness, he must become a learner. He must be willing to be counseled."

FE 116 "The teacher's obligations are weighty and sacred, but no part of the work is more important than to look after the youth with tender, loving solicitude, that they may feel that we have a friend in them. Once gain their confidence, and you can lead them, control them, and train them easily."

FE 116 "Let teachers so far unbend from their dignity as to be one with the children in their exercises and amusements."

FE 117 "The salvation of our pupils is the highest interest entrusted to the God-fearing teacher....His special and determined effort should be to save souls from perdition and win them to Jesus Christ."

FE 119 "God wants the teachers in our schools to be efficient."

FE 147 "The teachers themselves should give proper attention the laws of health, that they may preserve their own powers in the best possible condition, and by example as well as by precept, may exert a right influence upon their pupils."

FE 191 "In dress, in deportment, in all their ways, they (Christian teachers) should exemplify the Christian character, revealing the fact that they are under wise disciplinary rules of the great Teacher."

FE 226 "Of all the positions of importance in that college, the first is that of the one who is employed to direct in the preparation of the dishes to be placed before the hungry students."

FE 260 "Every teacher needs Christ abiding in his heart by faith, and to possess a true, self-denying, self-sacrificing spirit for Christ's sake."

FE 263 "Those who are naturally fretful, easily provoked, and have cherished the habit of criticism, of thinking evil, should find some other kind of work that will not reproduce any of their unlovely traits of character in the children and youth, for they have cost too much."

FE 266 "Well-balanced minds and symmetrical characters are required as teachers in every line."

FE 267 "They (Christian teachers) will know how to exercise the grace of patience and Christlike forbearance. The patience, love, long forbearance, and tender sympathies are called into activity."

CT 25 "There is great need of elevating the standard of righteousness in our schools, of giving instruction that is after God's order. Should Christ enter our institutions for the education of the youth, He would cleanse them as He cleansed the temple, banishing many things that have a defiling influence. Many of the books which the youth study would be expelled, and their places filled with others that would inculcate substantial knowledge, and would abound in sentiments which might be treasured in the heart, and in precepts that might safely govern the conduct."

CT 25, 26 "Is it the Lord's purpose that false principles, false reasoning, and the sophistries of Satan should be kept before the minds of our youth and children? Shall pagan and infidel sentiments be presented to our students as valuable additions to their store of knowledge? The works of the most intellectual skeptic are the works of a mind prostituted to the service of the enemy; and shall those who claim to be reformers, who seek to lead the children and youth in the right way, in the path cast up for the ransomed of the Lord to walk in, imagine that God would have them present to the youth for their study that which will misrepresent His character and place Him in a false light? Shall the sentiments of unbelievers, the expressions of dissolute men, be advocated as worthy of the student's attention, because they are the productions of men whom the world admires as great thinkers? Shall men professing to believe in God gather from these unsanctified authors their expressions and sentiments, and treasure them up as precious jewels to be stored away among the riches of the mind? God forbid!"

CT 73 "Parents and schoolteachers are certainly disqualified to educate children properly if they have not first learned the lessons of self-control, patience, forbearance, gentleness, and love."

CT 93 "The teacher should ever conduct himself as a Christian Gentleman. He should stand in the attitude of a friend and counselor to his pupils."

TEACHERS

CT 77 "The habits and principles of a teacher should be considered of even greater importance than his literary qualifications. If he is a sincere Christian, he will feel the necessity of having an equal interest in the physical, mental, moral, and spiritual education of his pupils. In order to exert the right influence, he should have perfect control over himself, and his own heart should be richly imbued with love for his pupils, which will be seen in his looks, words, and acts. He should have firmness of character, and then he can mold the minds of his pupils, as well as instruct them in the sciences."

CT 151 The teacher "should possess the attributes of Christ's character."

CT 177 "The importance of the teacher's physical qualifications can hardly be overestimated; for the more perfect his health, the more perfect will be his labor."

CT 180 " Teachers are needed who are able to deal wisely with the different phases of character; who are quick to see and to make the most of opportunities to do good; who possess enthusiasm, who are 'apt to teach'; and who can inspire thought, quicken energy, and impart courage."

CT 191 "Every teacher who has to do with the education of young students should remember that children are affected by the atmosphere that surrounds the teacher, whether it be pleasant or unpleasant. If the teacher is connected with God, if Christ abides in his heart, the spirit that is cherished by him will be felt by the children. If teachers enter the schoolroom with a provoked, irritated spirit, the atmosphere surrounding their souls will also leave its impression.

"The teachers who work in this part of the Lord's vineyard need to be self-possessed, to keep their temper and feelings under control, and in subjection to the Holy Spirit. They should give evidence of having, not a one-sided experience, but a well-balanced mind, a symmetrical character. Learning daily in the school of Christ, such teachers can wisely educate the children and youth."

CT 211 "Our teachers should not think that their work ends with giving instruction from books. Several hours each day should be devoted to working with the students in some line of manual training. In no case should this be neglected."

CT 212 "Let the teacher bring peace and love and cheerfulness into his work."

CT 229 "To the teacher is committed a most important work--a work upon which he should not enter without careful and thorough preparation. He should feel the sacredness of his calling and give himself to it with zeal and devotion. The more of true knowledge a teacher has, the better will be his work. The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency.

"But it is not enough that the teacher possess natural ability and intellectual culture. These are indispensable, but without a spiritual fitness for the work he is not prepared to engage in it. He should see in every pupil the handiwork of God--a candidate for immortal honors. He should seek so to educate, train, and discipline the youth that each may reach the high standard of excellence to which God calls him."

CT 230 "Every Christian teacher should have an intelligent understanding of what Christ is to him individually."

CT 231 "Unless the teacher realizes the need of prayer and humbles his heart before God, he will lose the very essence of education."

CT 231 "The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs."

CT 235 "Because you are studying books, do not neglect the everyday duties around you....By performing with faithfulness every practical duty that falls to you, you are becoming better qualified to educate those who need to learn how to do these things."

CT 235 "Teachers must have a living faith or they will be separate from Christ."

CT 236 "To the teacher is committed a great work--a work for which, in his own strength, he is wholly insufficient. Yet if, realizing his own weakness, he clings to Jesus, he will become strong in the strength of the Mighty One. He must bring to his difficult task the patience, forbearance, and gentleness of Christ. His heart must glow with the same love that led the Lord of life and glory to die for a lost world. Patience and perseverance will not fail of a reward. The best efforts of the faithful teacher will sometimes prove unavailing, yet he will see fruit for his labor. Noble characters and useful lives will richly repay his toil and care."

CT 239 "Ministers and teachers should give special attention to the cultivation of the voice." They should speak "with a slow, distinct, clear utterance, preserving the music of the voice."

CT 250 "Said my Instructor, 'Let not teachers be chosen to educate and train the youth who will not maintain the simplicity of Christ's methods. His teachings contain the very essence of sanctified simplicity.'"

CT 263 "Teachers can gain efficiency and power only by working as Christ worked."

CT 264 "To deal successfully with these different minds, the teacher needs to exercise great tact and delicacy in management, as well as firmness in government."

CT 269 "The greatest of teachers are those who are most patient, most kind."

CT 281, 282 "All the teachers in a school need exercise, a change of employment. God has pointed out what this should be--useful, practical work. But many have turned away from God's plan to follow human inventions, to the detriment of spiritual life. Amusements are doing more to counteract the working of the Holy Spirit than anything else, and the Lord is grieved.

"Those teachers who have not a progressive religious experience, who are not learning daily lessons in the school of Christ, that they may be examples to the flock, but who accept their wages as the main consideration, are not fit for the solemn position they occupy."

CT 310 "Every power at our command is to be brought into this training work, that students may go forth well equipped for the duties of practical life."

TEACHERS

CT 373 "A close connection with God must be maintained by all our teachers."

CT 431 "The best ministerial talent should be employed to lead and direct in the teaching of the Bible in our schools. Those chosen for this work need to be thorough Bible students; they should be men who have a deep Christian experience, and their salary should be paid from the tithe."

CT 433 "It would greatly benefit our schools if regular meetings were held frequently in which all the teachers could unite in the study of the word of God. They should search the scriptures as did the noble Bereans. They should subordinate all preconceived opinions, and taking the Bible as their lesson-book, comparing scripture with scripture, they should learn what to teach their students, and how to train them for acceptable service."

CT 497 "The teachers should be men and women whose lives are purified by the grace of Christ, who are cultured in mind and refined in manners."

CT 498 "Teachers should strive to realize the greatness of their work."

CT 534 "The teacher should not divorce himself from the church work."

5T 29 "Connected with God, every instructor will exert an influence to lead his pupils to study God's word, and to obey His law."

5T 555 Teachers "should be men and women of well-balanced minds, and who have a strong moral influence; who know how to deal wisely with minds, and who possess the true missionary spirit."

5T 590 "Do not feel that your work as teachers is done unless you can lead your scholars to faith in Jesus and love for Him. Let the love of Christ pervade your own souls, and then you will unconsciously teach it to others. When you as instructors commit yourselves unreservedly to Jesus, for Him to lead, to guide, to control, you will not fail. Teaching your students to be Christians is the greatest work before you. Go to God; He hears and answers prayer. Put from you questionings, doubts, and unbelief. Let no harshness come into your teaching. Be not too exacting, but cultivate tender sympathy and love. Be cheerful. Do not scold, do not censure too severely; be firm, be broad, be Christ-like, pitiful, courteous."

6T 159 "Put off all manifestations of self-importance, for this can be no help to you in your work....Be careful, be prayerful, be serious."

CT 192 There is need of great patience in dealing with impressionable youth.

6T 205 "The management and instruction of children is the noblest missionary work that any man or woman can undertake."

6T 205 "Teachers should sometimes enter into the sports and plays of the little children, and teach them how to play."

6T 378 "No man should be set apart as a teacher of the people while his own teaching or example contradicts the testimony God has given His servants to bear in regard to diet."

8T 61, 62 The teacher should pray with the students. He "cannot be called educated unless he has a knowledge of the only true God".

UNIT 4. SUMMARY Christian Teachers

1. Must be a vibrant spiritual leader FE 430, 435
2. Must be well qualified scholastically and be continually growing ED 278, 281
3. Must join the students in the labor program ED 219, 220
4. Must hold high standards ED 29, 278; FE 525
5. Must preserve freshness, cheerfulness, and physical vigor ED 277
6. Must be sympathetic ED 277
7. Must have wisdom and tact ED 278, 279
8. Must work together with parents ED 283-285
9. Must loyally cooperate with the faculty in discipline FE 454
10. Must let political questions alone FE 476
11. Should join his fellow teachers in frequent Bible studies CT 433
12. Should assist in church work CT 534
13. Must awaken and inspire his pupils ED 278

"The teacher who merely imparts information and skills is a hireling. But the teacher who builds character and inspires his students to enter careers of service is an artist."

"The Christian teacher must satisfy the spiritual hunger of his students and carefully guide them through these difficult years as they pass through our College halls, as the young people of today are growing up in an atmosphere of juvenile delinquency."

--Dr. Daniel Walther, in a talk to the
La Sierra College Faculty, Oct. 3, 1965

New York City Standards for Teachers--1872

1. Teachers each day will fill lamps, clean chimneys, and trim wicks.
2. Each teacher will bring a bucket of water and a scuttle of coal daily.
3. Make your pens carefully. You may whittle nibs for the individual tastes.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After 10 hours in school the teachers should spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his declining years so that he will not become a burden on society.

TEACHERS

8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity, and honesty.
9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25¢ per week in his pay providing the Board of Education approves.

Traits of a Good Teacher by Roland A. Franklin

I. Scholarship

- A. He knows his subject matter thoroughly.
- B. He is interested in his profession.
- C. He never stops studying and learning.
- D. He shows mental growth from year to year.

II. Handling of the Class

- A. He is orderly, systematic, and careful to have details properly arranged.
- B. He is always prepared for class.
- C. He organizes his courses; uses syllabi, summaries, and outlines.
- D. He uses various methods of teaching, adapting them to the subject matter under consideration.
- E. He has definite standards of work and holds his students responsible for meeting them.
- F. His assignments are clear and varied; he emphasizes the purpose of the work and leaves enough time to make his assignments properly.
- G. He uses many illustrations; whenever possible he shows the relation of his work to daily life; he has a bulletin board, charts, etc.
- H. His tests are fair; he grades papers accurately and carefully; he gives examinations frequently and keeps students informed of their standing; he returns papers promptly and discusses them; he gives adequate time for tests and for review before tests.
- I. His conduct of the class is informal; he lets students participate in the classwork and express their opinions freely; he gives them a chance to think; he knows his students individually.
- J. He keeps work adjusted to the learning capacities and comprehension of his students.
- K. He constantly analyzes errors; he does remedial teaching and individualizes his instruction.
- L. He speaks clearly and has no annoying mannerisms.

III. Personality

- A. He is kind, human, friendly, sociable, willing to see students outside of class.
- B. He is polite, tolerant, mature, objective.
- C. He is enthusiastic, interesting, vital.
- D. He is intellectually honest and willing to admit his own shortcomings and errors.
- E. He has a sense of humor.
- F. He is neat in appearance and orderly in his habits.

Traits of the Poor TeacherI. Scholarship

- A. He does not know his subject matter and is often quite out of date.
- B. He does not continue to work and study in his own field.
- C. He is often interested primarily in either research or writing and not in teaching.

II. Handling of the Class

- A. He does not control his class; he assigns readings in books that are not in the library; he does not allow time enough for the work.
- B. He does not use an outline or syllabus; he jumps from one thing to another in an illogical fashion.
- C. He is vague and indecisive in class; he rambles; he has no discernable objective; he bluffs and "stalls".
- D. He uses the same methods day after day; he depends almost wholly upon the textbook, practically paralleling it in class; he is so dependent upon his notes that he cannot look at the students while he talks; he sometimes reads his lectures; he uses monotones, doesn't heed voice culture.
- E. He has no clear standard of work.
- F. He often makes no assignment; when he does he assigns only pages in the text.
- G. He makes no effort to connect what goes on in class with anything outside.
- H. He repeats the examples given in the text and rarely has supplementary materials of his own.
- I. His tests are poorly made and unfair; he sometimes does not give back papers; when he does return them, he delays for several days; he gives no help in reviewing; his grading is inaccurate and careless.
- J. He does not allow his students to talk much and does not permit them to disagree with him.
- K. He talks over the students' heads; he is technical.
- L. He makes no evident effort to individualize his work.
- M. He uses poor English; he has numerous annoying mannerisms.

III. Personality

- A. He is lazy, conceited, impatient, and indifferent.
- B. He is sarcastic, prejudiced, dogmatic, intolerant; he shows marked favoritism.
- C. He is dull.
- D. He will not admit his own errors or shortcomings.
- E. He has either no humor or an unkind humor.
- F. He is untidy in appearance and unsystematic in his habits.

MARK HOPKINS
(Famous Nineteenth-Century President of Williams College)

Mark Hopkins sat at one end of a log,
And a farm boy sat at the other.
Mark Hopkins came as a pedagog,
But taught as an elder brother.

I don't care what Mark Hopkins taught,
If his Latin was small and his Greek was naught,
For the farmer boy, he thought, thought he,
All through lecture time and quiz:
The kind of a man I mean to be
Is the kind of a man Mark Hopkins is.

Philosophy, medicine, languages, law,
Are peacock feathers to deck the daw
If the boys who come from our splendid schools
Are mere trained rascals or flippant fools.

You may talk of your age and ivoried walls,
Your great endowments, your marble halls,
And all your modern features,
Your vast curriculum's scope and reach,
And the multifarious things you teach;
But what about the teachers?

Are they men who will stand in a Father's place,
Who are paid, best paid, by the ardent face,
When boyhood gives as boyhood can
Its love and faith to a fine true man?

No printed page, no spoken plea
May teach your hearts what men should be;
Not all the books on all the shelves;
But what the teachers are themselves;
For education is making men:

So is it now, so was it when
Mark Hopkins sat at one end of a log,
And a farm boy sat at the other.

Note: President Garfield was one of the farm
boys educated by President Hopkins.

UNIT 5. THE CHRISTIAN STUDENT

ED 17 "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."

ED 18 "Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge."

ED 57 "The youth need to be impressed with the truth that their endowments are not their own. Strength, time, intellect, are but lent treasures. They belong to God, and it should be the resolve of every youth to put them to the highest use."

ED 191 "Let the student keep his Bible always with him. As you have opportunity, read a text and meditate upon it."

ED 201 "Let pupils be impressed with the thought that the body is the temple in which God desires to dwell, that it must be kept pure, the abiding place of high and noble thoughts."

ED 202 "Every student needs to understand the relation between plain living and high thinking. It rests with us individually to decide whether our lives shall be controlled by the mind or by the body. The youth must, each for himself, make the choice that shapes his life; and no pains should be spared that he may understand the forces with which he has to deal, and the influences which mold character and destiny."

ED 215 "The youth need to be taught that life means earnest work, responsibility, care-taking. They need a training that will make them practical--men and women who can cope with emergencies."

ED 218 "Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."

ED 221 "The lessons of economy, industry, self-denial, practical business management, and steadfastness of purpose, thus mastered, would prove a most important part of their equipment for the battle of life."

ED 222 "Pupils should learn tact and system; they should learn to economize time and to make every move count. They should not only be taught the best methods, but be inspired with ambition constantly to improve. Let it be their aim to make their work as nearly perfect as human brains and hands can make it."

ED 232 "The youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger."

FE 48 "The students of our College have valuable privileges, not only of obtaining knowledge of the sciences, but also of learning how to cultivate and practice virtues which will give them symmetrical characters."

STUDENTS

FE 54 "If they have exuberant spirits and pent-up energy, let them do vigorous manual labor, until weariness prepares them to appreciate rest in their rooms."

FE 54 "Reckless sport, boisterous laughter, and late hours should not be tolerated by those who rent rooms."

FE 54 "If they are insubordinate and will not be controlled, they are better off at home, and the school is better off without them."

FE 115 "Studies should generally be few and well-chosen, and those who attend our college are to have a different training from that of the common schools of the day."

FE 169, 170 "Let every student who values the heavenly treasure put to the stretch his mental and spiritual powers, and sink the shaft deep into the mind of truth, that he may obtain the celestial gold--that wisdom which will make him wise unto salvation."

FE 225 "The students that have had their minds deeply excited in their games, are not in the best condition to receive the instructions, the counsel, the reproof most essential for them in this life and for the future immortal life."

FE 228 "All should go forth from the schools with educated efficiency, so that when thrown upon their own resources, they would have a knowledge they could use which is essential to practical life."

FE 247 "One student who feels his accountability to be faithful in helping his instructors, will help himself more than he helps all others."

FE 292 "If they are students in the school, they will feel that they are enlisted to make the school the most orderly, elevated, and praiseworthy institution in the world....They will feel it to be their duty to form a Christian endeavor society, that they may help every student to see the inconsistency of a course of action that God will not approve."

FE 297 "The influence of association is never stronger than in school life; but the student who comes to school with an earnest desire to be a help and a blessing to his fellows, will be careful to cast his influence on the right side, and seek companions who will join with him in cultivating right principles and practices."

FE 297 "Students should feel their responsibility in the matter of making their school life a success. They should bend every effort in the right direction, so that they may not disappoint their parents or guardians who work hard to keep them in school, and who are deeply anxious for their present and eternal welfare. Students should determine that they will make a record that they will not be ashamed to meet in the day of judgment. A student who is circumspect in his deportment, who will not be swayed to the right or left by wrong influences, will exercise a restraining power over those in the school who take pleasure in showing their independence, and in engaging in wicked sports in disobedience to the rules, and who fill the hearts of their teachers with sorrow and discouragement."

FE 300 "The youth who enter and continue their school life with the true object before them will not be homesick or disappointed. They will not be restless and uneasy, not knowing what to do with themselves. They will find a helper in the Omnipotent One. They will have one aim in view, and that is to be men and women of principle, who will meet God's standard, and will benefit humanity and glorify God. They will not regard their school life as a time for pleasure seeking, for idle amusement and foolish frolic, but will endeavor to make the most of their God-given opportunities and privileges, so that they shall not disappoint their parents and teachers, or grieve God and heavenly intelligences."

FE 340 "There is great danger that students in the schools will fail of learning the all-important lesson which our Master would have them taught.... (It is found in Matthew 11:28-30.)

FE 351 "Let students seek heavenly direction much more than they have done hitherto, and let them make no move, even though it be advised by their teachers, unless they have most humbly sought wisdom from God, and have received His guidance and counsel."

FE 351 "Let them be sure not to indulge in any sinful practice, not to burden themselves with too many studies, not to become so absorbed in devotion to their studies that the truth will be supplanted, the knowledge of God expelled from the soul, by the inventions of men. Let every moment that is devoted to study be a moment in which the soul is conscious of its God-given responsibilities."

FE 373 "Each student should feel that, under God, he is to have special training, individual culture; and he should realize that the Lord requires of him to make all of himself that he possibly can, that he may teach others also. Indolence, apathy, irregularity, are to be dreaded, and the binding of one's self to routine is just as much to be dreaded."

FE 428 "It is the duty of each student, each individual, to do all in his power to present his body to Christ, a cleansed temple, physically perfect as well as morally free from defilement--a fit abode for God's indwelling presence."

FE 446, 447 "Many students have left school unable to receive the word of God with the reverence and respect that they gave it before they entered, their faith eclipsed in the effort to excel in the various studies."

CT 21 "If students are led to understand that the object of their creation is to honor God and to bless their fellow men; if they recognize the tender love which the Father in heaven had manifested toward them--the dignity and honor of becoming the sons of God--thousands will turn from the low and selfish aims and the frivolous pleasure which have hitherto engrossed them."

CT 36 "It is the privilege of every student to take the life and teachings of Christ as his daily study."

STUDENTS

CT 84 "Students at school should have had their moral sensibilities aroused to see and feel that society has claims upon them, and that they should live in obedience to natural law, so that they can, by their existence and influence, by precept and example, be an advantage and blessing to society."

CT 98 "Those students who profess to love God and obey the truth should possess that degree of self-control and strength of religious principle that will enable them to remain unmoved amid temptations, and to stand up for Jesus in the college, at their boarding houses, or wherever they may be."

CT 98 "Such ones (students) will exert an influence over their fellow students which will tell upon the entire school."

CT 98 "Those who compose this faithful army will refresh and strengthen the teachers by discouraging every species of unfaithfulness, of discord, and of neglect to comply with the rules and regulations."

CT 98 "One earnest, conscientious, faithful young man in a school is an inestimable treasure."

CT 100 "While at school students should not allow their minds to become confused by thoughts of courtship."

CT 100 "They are there to gain a fitness to work for God, and this thought is ever to be uppermost."

CT 100 "Let all students take as broad a view as possible of their obligations to God. Let them study earnestly how they can do practical work for the Master during their student life."

CT 100 "Let them refuse to burden the souls of their teachers by showing a spirit of levity and a careless disregard of rules."

CT 100 "Students can do much to make the school a success by working with their teachers to help other students and by zealously endeavoring to lift themselves above cheap, low standards."

CT 101 "There are circumstances under which men and women of sound experience and good standing may be granted some privileges not given to the younger students."

CT 102 "I told them that if they were determined to have their own will and their own way, it would be better for them to return to their homes and to the guardianship of their parents."

CT 103 "Students, if you will watch and pray, and make earnest efforts in the right direction, you will be thoroughly imbued with the spirit of Christ."

CT 216 "Let the students be made to understand that God has given to everyone a wonderful mechanism--the human body--which we are to use to glorify Him."

CT 218 "To every student I would say, Never rest satisfied with a low standard."

CT 219 "Do not spend time in learning that which will be of little use to you in your afterlife."

CT 220 "The matter of choosing associates is one which students should learn to consider seriously."

CT 220 "The company they keep, the principles they adopt, the habits they form will decide the question of their usefulness here, and of their future destiny."

CT 221 "Students should be taught to resist firmly the allurements to evil which come through association with other youth."

CT 223 "Let those students who are away from their homes, no longer under the direct influence of their parents, remember that the eye of their heavenly Father is upon them."

CT 223, 224 "Students, night and day the prayers of your parents are rising to God in your behalf; day by day their loving interest follows you."

CT 224 "The student who yields to temptation weakens his influence for good, and he who by a wrong course of action becomes the agent of the adversary of souls must render to God an account for the part he has acted in laying stumbling blocks in the way of others."

CT 224 "It is their (the students') privilege to help their teachers bear the burdens and meet the perplexities that Satan would make discouragingly heavy and trying."

CT 224 "They (students) may create an atmosphere that will be helpful, exhilarating."

CT 224, 225 "Every student may enjoy the consciousness that he has stood on Christ's side, showing respect for order, diligence and obedience, and refusing to lend one jot of his ability or influence to the great enemy of all that is good and uplifting."

CT 225 "The student who has a conscientious regard for truth and a true conception of duty can do much to influence his fellow-students for Christ."

CT 225 "The youth who are yoked up with the Saviour will not be unruly; they will not study their own selfish pleasure and gratification. Because they are one with Christ in spirit, they will be one with Christ in action."

CT 225 "The older students in our schools should remember that it is in their power to mold the habits and practices of the younger students; and they should seek to make the best of every opportunity."

CT 264, 265 "Rules for the conduct of those who attend are necessary, and the students should act in harmony with these regulations."

CT 265 "No student should think that because he has been allowed to rule in the home he can rule in the school."

STUDENTS

CT 265 "Let them remember that the success of the school depends upon their consecration and sanctification, upon the holy influence they feel bound to exert."

CT 296 "Students should have manual work to do, and it will not hurt them if in doing this work they become weary."

CT 296 "The student who desires to put the work of two years into one should not be permitted to have his own way."

CT 297 "Students should not form the habit of burning the midnight oil and taking the hours of the day for sleep."

CT 376 "If the students who attend our colleges would be firm and maintain integrity, if they would not associate with those who walk in the paths of sin nor be charmed by their society, like Daniel they would enjoy the favor of God. If they would discard unprofitable amusements and indulgence of appetite, their minds would be clear for the pursuit of knowledge."

CT 394 "Our students should tax the mental powers; every faculty should reach the highest possible development."

CT 410 "From the first opening of a book the student should recognize God as the one who imparts true wisdom."

CT 412 "It would be far better to cease seeking to obtain an education, and to recover your soul from its languishing condition, than to gain the best of educations and lose sight of eternal advantages...."

CT 413 "The thought to be kept before students is that time is short and that they must make speedy preparation for doing the work that is essential for this time...."

CT 426 "When the student recognizes God as the source of all knowledge, and honors Him, submitting mind and character to be molded by His word, he may claim the promise."

CT 474 "Opportunities are before you; if studious and upright, you may obtain an education of the highest value. Make the most of your privileges."

CT 474 "Be not satisfied with ordinary attainments; seek to qualify yourself to fill positions of trust in connection with the Lord's work in the earth."

CT 481, 482 "Students should be willing to work under those of experience, to heed their suggestions, to follow their advice, and to go as far as possible in thought, training, and intelligent enterprise; but they should never infringe upon a rule, never disregard one principle, that has been interwoven with the up-building of the institution."

CT 496 "While cultivating the mind the student should also cultivate uprightness of heart and loyalty to God, that he may develop a character like that of Joseph."

CT 497 "If students will study the word of God diligently and prayerfully, they will find the knowledge they need."

CT 499 "Students are to offer to God nothing less than their best."

CT 499 "And as far as possible, he (the student) should seek the society of those who are able to help him, who can detect his mistakes, and put him on his guard against indolence, pretense, and surface work."

CT 529 "Students, your voice, your influence, your time--all these are gifts from God and are to be used in winning souls to Christ."

CT 547 "Students who have learned to sing sweet gospel songs with melody and distinctness can do much good as singing evangelists."

CT 547 "Wherever possible, students should, during the school year, engage in city mission work."

CT 548 "Students, go out into the highways and hedges. Endeavor to reach the higher as well as the lower classes."

CT 552 "The student has a special work to do in the school itself. In the schoolroom and in the school home there are missionary fields awaiting his labors. Here a variety of minds are gathered, many different characters and dispositions. By proving himself a help and blessing to these, the student has the privilege of showing the genuineness of his love for Christ, and his willingness to improve the opportunities for service that come to him. By helpful, kindly words and deeds he may impart to his associates the grace of God bestowed on him."

CT 552 "If you see a fellow student who has difficulty in understanding his lessons, explain them to him."

CT 553 "Let every student realize that he is in the school to help his fellow students to cooperate with God, to cooperate with the prayers that are rising in their behalf."

CT 553 "Students, cooperate with your teachers."

CT 553 "Students should have their own seasons of prayer, when they may offer fervent petitions in behalf of the principal and teachers of the school, that they may be given physical strength, and mental clearness, moral power, spiritual discernment, and be qualified by the grace of Christ to do the work with fidelity and fervent love."

CT 554 "Students, make your school life as perfect as possible."

4T 425 "God designs that the College at Battle Creek shall reach a higher standard of intellectual and moral culture than any other institution of the kind in our land. The youth should be taught the importance of cultivating their physical, mental, and moral powers, that they may not only reach the highest attainments in science, but, through a knowledge of God, may be educated to glorify Him; that they may develop symmetrical characters, and thus be fully prepared for usefulness in this world, and obtain a moral fitness for the immortal life."

STUDENTS

4T 424, 425 "Educators should understand how to guard the health of their students. They should restrain them from taxing their minds with too many studies. If they leave College with a knowledge of the sciences, but with shattered constitutions, it would have been better had they not entered the school at all. Some parents feel that their children are being educated at considerable expense, and they urge them forward in their studies. Students are desirous of taking many studies in order to complete their education in as short a time as possible. The professors have allowed some to advance too rapidly. While some may need urging, others need holding back. Students should ever be diligent, but they ought not to crowd their minds so as to become intellectual dyspeptics. They should not be so pressed with studies as to neglect the culture of the manners; and above all, they should let nothing interfere with their seasons of prayer, which bring them in connection with Jesus Christ, the best teacher the world has ever known. In no case should they deprive themselves of religious privileges. Many students have made their studies the first great object, and have neglected prayer, and absented themselves from the Sabbath school and the prayer-meeting; and from neglect of religious duties they have returned to their homes backslidden from God. A most important part of their education has been neglected."

UNIT 5. SUMMARY The Christian Student

1. Should have an object to achieve and a standard to attain
2. Should take care of his physical body
3. Should learn the lessons of economy, industry, self-denial, and practical business management
4. Should work and earn part of his expense
5. Should aim in developing all his faculties
6. Should be aware that he has a responsibility to make his school the most orderly, elevated, and praiseworthy institution
7. Should make his school life a success
8. Should possess self-control and strength of religious principle that will enable him to remain unmoved amid temptations
9. Should exert wholesome influence upon his fellow students and the entire school.
10. Will not allow his mind to become confused by thoughts of courtship
11. Should realize that if earnest, conscientious, and faithful, he is an inestimable treasure in his school
12. Should help weaker students to cooperate with God and the school
13. Should help lighten his teachers' burden by cooperating with them

14. Should make the most of his opportunities and privileges to prepare himself for the work that lies ahead
15. Should not be satisfied with ordinary attainments
16. Should offer to God nothing less than his best
17. Should make his school life as perfect as possible
18. Should invite his friends to come to a Christian school
19. Should be a missionary while in school
20. Should develop Christian leadership

UNIT 6. STANDARDS OF EXCELLENCE

ED 17 "The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education."

ED 18 "Higher than the highest human thought can reach is God's ideal for His children. Godliness-godlikeness--is the goal to be reached."

ED 18 "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 22 The Garden of Eden was to be the example of what our homes and schools should be like.

ED 29 "He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain."

ED 57 "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 78 "What He taught, He lived."

ED 109 "The harvest of life is character, and it is this that determines destiny, both for this life and for the life to come."

ED 138 "Every faculty is to be exercised to its highest capacity."

ED 190 "Let the mind be directed to high and holy ideals, let the life have a noble aim, an absorbing purpose, and evil finds little foothold. Let the youth, then, be taught to give close study to the word of God."

ED 222 "Let it be their aim to make their work as nearly perfect as human brains and hands can make it."

ED 234 "The youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower."

ED 234 "A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement."

ED 246 "No education can be complete that does not teach right principles in regard to dress."

ED 248 "A person's character is judged by his style of dress. A refined taste, a cultivated mind, will be revealed in the choice of simple and appropriate attire."

STANDARDS

ED 248 "In dress as in all things else, it is our privilege to honor our Creator. He desires our clothing to be not only neat and healthful, but appropriate and becoming."

ED 267 "Each should aim just as high as the union of human with divine power makes it possible for him to reach."

ED 278 "Since in his work quality is so much more important than quantity, he should guard against overlabor--against attempting too much in his own line of duty; against accepting other responsibilities that would unfit him for his work."

ED 278 "With physical health and uprightness of character should be combined high literary qualifications."

ED 278 "The schoolroom is no place for surface work."

ED 278 "The more of true knowledge the teacher has, the better will be his work."

ED 278 "No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency."

ED 278 "The teacher's usefulness depends...upon...the standard at which he aims....His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his pupils."

ED 281 "He will spare no pains to reach the highest standard of excellence. All that he desires his pupils to become, he will himself strive to be."

FE 71 "Many students are in so great haste to complete their education that they are not thorough in anything which they undertake."

FE 82 "Aim high and spare no pains to reach the standard."

FE 82 "He requires everyone of us to cultivate our powers and attain the highest possible capacity for usefulness, that we may do noble work for God, and bless humanity."

FE 87 "Let your standard be high, and with indomitable energy, make the most of your talents and opportunities, and press to the mark."

FE 87 "The formation of a right character is the work of a lifetime, and is the outgrowth of prayerful meditation united with a grand purpose."

FE 90 The teachers in our schools must set the standards. "They must be in words and character what they wish their students to be--men and women that fear God and work righteousness."

FE 99 "There must be schools established upon the principles, and controlled by the precepts, of God's word."

FE 100 "The Bible presents a perfect standard of character."

FE 109 "Above everything else it should be impressed upon the individuals who have decided to become God's servants, that they must be converted men. The heart must be pure."

FE 113 The need of thorough training for ministers and Bible Instructors

FE 118 "What is worth doing at all, is worth doing well."

FE 118 "While religion should be the pervading element in every school, it will not lead to a cheapening of the literary attainments."

FE 119 "God does not want us to be content with lazy, undisciplined minds, dull thoughts, and loose memories."

FE 119 "Let none feel that having an earnestness in religious matters is all that is essential in order to become educators....They also need a thorough knowledge of the sciences."

FE 120 Teachers are to be continually studying.

FE 133 "We should make the Bible our study above every other book; we should love it, and obey it as the voice of God."

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training."

FE 155 "If the home life is what it should be, the habits formed there will be a strong defense against the assaults of temptation when the young shall leave the shelter of home for the world."

FE 156 "Make the word of God your standard, instead of following the fashions and customs of the world, the lust of the eye, and the pride of life."

FE 174 "There is great need of elevating the standard of righteousness in our schools, to give instruction after God's order."

FE 184 "The word of God is the foundation of all true knowledge, and Christ teaches what men must do in order to be saved."

FE 204 "They should use their God-given talents for the attainment of high scholarship."

FE 245 "The only way you can attain to the standard of moral worth by which you are to be measured, is to depend upon Christ, and cooperate with Him in steadfast, earnest, determined purpose."

FE 248 "Set your aim high, and then step by step ascend to reach the standard."

FE 285 "The standard of the school was to be of high order, and the principles of vital godliness were ever to be kept before the students as a most essential feature of education."

FE 288 "As the truth is brought into practical life, the standard is to be elevated higher and higher, to meet the requirements of the Bible."

FE 289 "We are not to elevate our standard just a little above the world's standard, but we are to make the line of demarcation decidedly apparent."

FE 306 "Our youth must be educated to meet a higher standard, to understand that they are now deciding their own eternal destiny."

STANDARDS

FE 315 "Let the law of God be made the standard of action, and it ennobles and sanctifies all labor."

FE 315 "Heart and soul are to be put into work of any kind; then there is cheerfulness and efficiency."

FE 315 "Let the educated ability be employed in devising improved methods of work. This is what the Lord wants."

FE 368 "I have written largely in reference to students spending an unreasonably long time in gaining an education; but I hope I shall not be misunderstood in regard to what is essential education. I do not mean that a superficial work should be done."

FE 373 "No movement should be made to lower the standard of education in our school at Battle Creek. The students should tax the mental powers; every faculty should reach the highest possible development."

FE 373 "The religion of Christ never sanctions physical or mental laziness."

FE 373 Standards are not to be lowered. "There should be most diligent and thorough education in our school."

FE 375 "All who engage in the acquisition of knowledge should aim to reach the highest round of progress."

FE 376 "When we aim at a low standard, we shall reach only a low standard. We commend to every student the Book of books as the grandest study for the human intelligence, as the education essential for this life, and for eternal life. But I did not contemplate a letting-down of the educational standard in the study of the sciences. The light that has been given on these subjects is clear, and should in no case be disregarded."

FE 388 "There is need of separating from our educational institutions an erroneous, polluted literature, so that ideas will not be received as seeds of sin."

FE 397 In preparation for the higher school, "the youth are to be educated, disciplined, and trained by forming such characters, moral and intellectual, as God will approve."

FE 488 "The work of our colleges and training schools should be strengthened year by year."

FE 490 "What He has promised He will do, and if there are legal requirements making it necessary that medical students shall take a certain preparatory course of study, let our colleges teach the required additional studies in a manner consistent with Christian education."

FE 491 The Union Conferences are to provide all this preparatory medical training.

FE 525 "No one should be encouraged to do the work of teaching who will be satisfied with a low standard."

FE 525 "Every teacher should be a daily learner in the school of Christ, lest he lose the sense of what constitutes true physical, mental, and moral excellence."

FE 541 "Unless our knowledge is a stepping-stone to the accomplishment of the highest purposes, it is worthless."

CT 13 "I am instructed that we are to carry the minds of our students higher than is now thought possible."

CT 24 "Godliness-godlikeness--is the goal to be reached."

CT 24 The standard we are to attain "includes everything good, and pure, and noble."

CT 45, 46 "The highest education is that which will teach our children and youth the science of Christianity, which will give them an experimental knowledge of God's ways, and will impart to them the lessons that Christ gave to His disciples, of the paternal character of God."

CT 47 Teachers, "must be in words and character what they wish their students to become--men and women that fear God and work righteousness."

CT 61 "The great work of parents and teachers is character building--seeking to restore the image of Christ in those placed under their care."

CT 63 Parents, teachers, students, "see that your foundation is sure; then build firmly, and with persistent effort, but in gentleness, meekness, love."

CT 97 "If we ever know the truth, it will be because we practice it."

CT 208 "Let the school be conducted along the lines of the ancient schools of the prophets, the word of God lying at the foundation of all the education given."

CT 215 Importance of the common branches, including spelling, writing, and speaking.

CT 216 "In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines."

CT 217 "Unless we can clothe our ideas in appropriate language, of what avail is our education?"

CT 218 "To spell correctly, to write a clear, fair hand, and to keep accounts, are necessary accomplishments."

CT 238 Importance of correct speech.

CT 240 "Christ's manner of teaching was beautiful and attractive, and it was ever characterized by simplicity....There were no high-sounding words used, to understand which it was necessary to consult a dictionary."

STANDARDS

CT 312 "Let the students who are engaged in building do their tasks with thoroughness, and let them learn from these tasks, lessons that will help in their character building. In order to have perfect characters, they must make their work as perfect as possible."

CT 332 Parents should unite with the teachers to lift up the standard of morals, and work "with heart and soul in the fear of God to correct the wrongs of the children".

CT 365 "God's ideal for His children is higher than the highest human thought can reach."

CT 393 "Our standard is to be the character of Him who is pure, holy, undefiled."

CT 395 The Book of books is "the grandest study for human intelligence", but "the educational standard in the study of the sciences" should not be lowered.

CT 479 "It is because of these peculiar temptations which our youth must meet in worldly medical schools, that provision should be made for preparatory and advanced medical training in our own schools, under Christian teachers. Our larger union conference training-schools in various parts of the field should be placed in the most favorable position for qualifying our youth to meet the entrance requirements specified by state laws regarding medical students. The very best teaching talent should be secured, that our schools may be brought up to the proper standard. The youth, and those more advanced in years, who feel it their duty to fit themselves for work requiring the passing of certain legal tests, should be able to secure at our union conference training-schools all that is essential for entrance into a medical college."

CT 480 "Inasmuch as there are legal requirements making it necessary that medical students shall take a certain preparatory course of study, our colleges should arrange to carry their students to the point of literary and scientific training that is necessary."

CT 505 "The essential work is to conform the tastes, the appetites, the passions, the motives, the desires to the great standards of righteousness."

CT 506 "God does not want us to be content with lazy, undisciplined minds, dull thoughts, and loose memories."

CT 538 "The cause of God needs efficient men."

5T 189 "Our dress, our dwellings, our conversation, should testify of our consecration to God."

5T 264 "The Bible presents a perfect standard of character; it is an infallible guide under all circumstances, even to the end of the journey of life."

5T 579 "A great name among men is as letters traced in sand; but a spotless character will endure to all eternity."

7T 270 "Living the life of the Life-giver, through faith in Him, every one can reach the standard held up in His words."

COL 330 "Those who would be workers together with God must strive for perfection of every organ of the body and quality of the mind. True education is the preparation of the physical, mental, and moral powers for the performance of every duty; it is the training of body, mind, and soul for divine service. This is the education that will endure into eternal life."

COL 331, 332 "Remember that you will never reach a higher standard than you yourself set. Then set your mark high, and step by step, even though it be by painful effort, by self-denial and sacrifice, ascend the whole length of the ladder of progress. Let nothing hinder you."

MH 449 "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."

PP 638 "All the varied capabilities that men possess--of mind and soul and body--are given them by God, to be so employed as to reach the highest possible degree of excellence."

Standards in Literature

ED 125 "In its (the Bible's) pages are found history the most ancient; biography the truest to life; principles of government for the control of the state, for the regulation of the household--principles that human wisdom has never equaled. It contains philosophy the most profound, poetry the sweetest and the most sublime, the most impassioned and the most pathetic. Immeasurably superior in value to the productions of any human author are the Bible writings."

ED 189, 190 "The multiplication of books, even books that in themselves are not harmful, may be a positive evil. With the immense tide of printed matter constantly pouring from the press, old and young form the habit of reading hastily and superficially, and the mind loses its power of connected and vigorous thought. Furthermore, a large share of the periodicals and books that, like the frogs of Egypt, are overspreading the land, are not merely commonplace, idle, and enervating, but unclean and degrading. Their effect is not merely to intoxicate and ruin the mind, but to corrupt and destroy the soul."

FE 37 "Novel and storybook reading are the greatest evils in which youth can indulge. Novel and love-story readers always fail to make good, practical mothers. They are air-castle builders, living in an unreal, an imaginary world....They are dwarfed in intellect, although they may flatter themselves that they are superior in mind and manners." (See also 3T 152)

ED 226, 227 A warning against fiction and higher criticism.

FE 92 "If you have been in the habit of reading storybooks, will you consider whether it is right to spend your time with these books, which merely occupy your time and amuse you, but give you no mental or moral strength?"

FE 93 "There is another class of books that you should avoid--the productions of such infidel writers as Paine and Ingersoll."

FE 94 "Instead of being dwarfed and deformed by feeding on the vile trash which Satan provides, it (the mind) should have wholesome food, which will give strength and vigor....You must be an interested student of the Bible."

FE 99 "Skepticism and infidelity, under some pleasing disguise, or as a covert insinuation, too often find their way into schoolbooks."

FE 131 "If used as a textbook in our schools, it (the Bible) will be found far more effective than any other book in the world, in guiding wisely in the affairs of this life." (See also 6T 160)

FE 162 "I am troubled to see, in Christian families, periodicals and newspapers containing continued stories that leave no impression of good upon the mind. I have watched those whose taste for fiction has been thus cultivated....The nobler faculties, those adapted to higher pursuits, have been degraded to the contemplation of trivial or worse than trivial subjects, until their possessor has become satisfied with such topics, and scarcely has power to reach anything higher." (See also CT 132 ff.)

FE 163 "When an appetite for exciting, sensational stories is cultivated, the moral taste becomes perverted, and the mind is unsatisfied unless constantly fed upon this trashy, unwholesome food."

FE 167 "Why should we wade through the mass of error contained in the works of pagans and infidels, for the sake of obtaining the benefit of a few intellectual truths, when all truth is at our command?" (in the Bible)

FE 171 "Through tradition, through false education, these men are exalted as the world's educators; but in going to them students are in danger of accepting the vile with the precious; for superstition, specious reasoning, and error are mingled with portions of true philosophy and instruction." (See also CT 378)

FE 174 "Should Christ enter our institutions for the education of the youth, He would cleanse them as He cleansed the temple, banishing many things that have a defiling influence. Many of the books which the youth study would be expelled, and their places would be filled with others that would inculcate substantial knowledge, and abound in sentiments which might be treasured in the heart, in precepts that might govern the conduct....Shall pagan and infidel sentiments be presented to our students as valuable additions to their store of knowledge? The works of the most intellectual skeptic are works of a mind prostituted to the service of the enemy."

FE 175 "It is true that in the writings of pagans and infidels there are found thoughts of an elevated character, which are attractive to the mind. But there is a reason for this. Was not Satan the lightbearer, the sharer of God's glory in heaven?" (See also CT 27)

FE 184 "Why take inferior sources of instruction when Christ is the great Teacher who knows all things? Why present inferior authors to the attention of students...?"

FE 200 "Human wisdom so highly exalted among men sinks into insignificance before that wisdom which points out the way cast up for the ransomed of the Lord to walk in."

FE 381-389 The importance of carefully choosing the textbooks for our schools and of a thorough study of the Bible.

FE 388 "A pure education for youth in our schools, undiluted with heathen philosophy, is a positive necessity in literary lines."

FE 394, 395 "The word of God is the most perfect educational book in our world. Yet in our colleges and schools, books produced by human intellect have been presented for the study of our students, and the Book of books, which God has given to men to be an infallible guide, has been made a secondary matter."

FE 437 "The true knowledge comes not from infidels or wicked men. The word of God is light and truth." (See also FE 516, 517)

FE 451, 452 "The many books which education is thought to embrace, are misleading, a deception and a delusion....Satan is now stirring up the minds of men to furnish to the world literature which is of a cheap, superficial order, but which fascinates the mind, and fastens it in a network of Satan's contrivance....By feeding the mind upon exciting stories of fiction, man is bringing to the foundation 'wood, hay, and stubble'. He loses all taste for the divine Guidebook."

FE 467 "It is not wise to send our youth to universities where they devote their time to gaining a knowledge of Greek and Latin, while their heads and hearts are being filled with the sentiments of the infidel authors whom they study in order to master these languages."

FE 474 "The Bible should not be brought into our schools to be sandwiched in between infidelity. The Bible must be made the groundwork and subject matter of education." (See also 6T 131, 132)

FE 490 "From the light that the Lord has given me, I know that our training schools in various parts of the field should be placed in the most favorable position possible for qualifying youth to meet the tests specified by State laws regarding medical students."

FE 547 "There are books that are of vital importance that are not looked at by our young people. They are neglected because they are not so interesting to them as some lighter reading.

"We should advise the young to take hold of such reading matter as recommends itself for the upbuilding of Christian character....Our youth should read that which will have a healthful, sanctifying effect upon the mind. This they need in order to be able to discern what is true religion. There is much good reading that is not sanctifying."

FE 547 "We should select for them books that will encourage them to sincerity of life, and lead them to the opening of the word. This has been presented to me in the past, and I thought I would get it before you and make it secure. We cannot afford to give to young people valueless reading."

CT 133 "Many youth are eager for books. They read anything that they can obtain. I appeal to the parents of such children to control their desire for reading. Do not permit upon your tables the magazines and newspapers in which are found love stories. Supply their place with books that will help the youth to put into their character building the very best material--the love and fear of God, the knowledge of Christ."

CT 133 "The world is deluged with books that might better be consumed than circulated. Books on sensational topics, published and circulated as a money-making scheme, might better never be read by the youth. There is a satanic fascination in such books. The heartsickening recital of crimes and atrocities has a bewitching power upon many, exciting them to see what they can do to bring themselves into notice, even by the wickedest deeds." (See also 7T 165)

CT 134 "There is another class of books--love stories and frivolous, exciting tales--which are a curse to every one who reads them, even though the author may attach a good moral. Often religious statements are woven all through these books, but in most cases Satan is but clothed in angel robes to deceive and allure the unsuspecting."

CT 135 "Those who indulge the habit of racing through an exciting story are simply crippling their mental strength, and disqualifying their minds for vigorous thought and research."

CT 136 "The best way to prevent the growth of evil is to preoccupy the soil. Instead of recommending your children to read Robinson Crusoe or fascinating stories of real life, such as Uncle Tom's Cabin, open the Scriptures to them, and spend some time each day in reading and studying God's word."

CT 187 "The minds of the young have been occupied with books of science and philosophy, where the thorns of skepticism have been only partially concealed; with vague, fanciful fairy stories; or with the works of authors who, although they may write on Scripture subjects, weave in their own fanciful interpretations. The teaching of such books is as seed sown in the heart. It grows and bears fruit, and a plentiful harvest of infidelity is reaped. The result is seen in the depravity of the human family."

CT 377-390 (A section on the false and true in literary education. 8T 305-309) (See also MH 439-447)

CT 401, 402 "Some of our teachers have been charmed with the sentiments of infidel authors....These books contain sentiments that your students should be instructed to avoid. Human minds are easily charmed with studies that lead to infidelity....These books have led thousands where Satan led Adam and Eve--to a knowledge that God forbade them to have. Through their teachings, students have been turned away from the word of the Lord to fables."

CT 423 "Man's words, if of any value, echo the words of God. In the education of youth they should never take the place of the divine word."

CT 423, 424 "Cold, philosophical speculations and scientific research in which God is not acknowledged, are a positive injury. And the evil is aggravated when, as is often the case, books placed in the hands of the young, accepted as authority and depended upon in their education, are from authors avowedly infidel."

CT 424 "The authors of these books, which have sown the seeds of doubt and infidelity broadcast over the world, have been under the training of the great enemy of God and man." (See also COL 41)

CT 428, 429 "As an educating power, the Bible is of more value than the writings of all the philosophers of all ages. In its wide range of style and subjects there is something to interest and instruct every mind, to ennoble every interest. The light of revelation shines undimmed into the distant past, where human annals cast not a ray of light. There is poetry which has called forth the wonder and admiration of the world. In glowing beauty, in sublime and solemn majesty, in touching pathos, it is unequaled by the most brilliant productions of human genius. There is sound logic and impassioned eloquence. There are portrayed the noble deeds of noble men, examples of private virtue and public honor, lessons of piety and purity."

CT 458, 459 Teachers are responsible for eliminating all texts that might teach error to his students and for choosing only those texts that will help prepare his students for eternal life.

CT 541-544 In this chapter on literary societies Sister White recommends a society with a program of "Bible reading, the critical examination of Bible subjects, essays written upon topics which would improve the mind and impart knowledge, and study of the prophecies or the precious lessons of Christ." It should not be allowed to "degenerate into occasions for fun and boisterous mirth".

1T 125 "Those who give up the mind to be diverted with foolish stories and idle tales, have the imagination fed, but the brilliancy of God's word is eclipsed to them. The mind is led directly from God."

1T 134 "I saw that young and old neglect the Bible. They do not make that book their study and their rule of life as they should. Especially are the young guilty of this neglect. Most of them are ready, and find plenty of time, to read almost any other book, But the word that points to life, eternal life, is not perused and daily studied."

1T 135 "Parents would better burn the idle tales of the day and the novels as they come into their houses. It would be a mercy to the children. Encourage the reading of these story-books, and it is like enchantment. It bewilders and poisons the mind."

1T 241, 242 "You are indulging an evil which threatens to destroy your spirituality....It is love for story-books, tales, and other reading which does not have an influence for good upon the mind that is in any way dedicated to the service of God. It produces a false, unhealthy excitement, fevers the imagination, unfits the mind for usefulness, and disqualifies it for any spiritual exercise. It weans the soul from prayer and love of spiritual things. Reading that which will throw light upon the sacred volume, and quicken your desire and diligence to study it, is not dangerous, but beneficial."

1T 504 "One of the greatest reasons why you have so little disposition to draw nearer to God by prayer is, you have unfitted yourselves for this sacred work by reading fascinating stories, which have excited the imagination and aroused unholy passions."

2T 236 "The young are in great danger. Great evil results from their light reading. Much time is lost which should be spent in useful employment. Some would even deprive themselves of sleep to finish some ridiculous love story. The world is flooded with novels of every description. Some are not of as dangerous a character as others. Some are immoral, low, and vulgar; others are clothed with more refinement; but all are pernicious in their influence."

2T 410 "I appeal to parents to control the reading of their children. Much reading does them only harm. Especially do not permit upon your tables the magazines and newspapers wherein are found love stories. It is impossible for the youth to possess a healthy tone of mind, and correct religious principles, unless they enjoy the perusal of the word of God."

2T 462, 463 Through reading a novel and building air castles, women develop a false sense of superiority and think themselves above the common duties of life.

2T 433, 462, 559, 563 Testimonies to people who have ruined their minds through the reading of novels and love stories.

3T 472 "The literature that proceeds from corrupted intellects poisons the minds of thousands in our world. Sin does not appear exceeding sinful. They hear and read so much of debasing crime and vileness that the once tender conscience which would have recoiled with horror, becomes so blunted that it can dwell upon the low and vile sayings and actions of men with greedy interest."

4T 497 "The memory is greatly injured by ill-chosen reading, which has a tendency to unbalance the reasoning powers, and to create nervousness, weariness of the brain, and prostration of the entire system. If the imagination is constantly overfed and stimulated by fictitious literature, it soon becomes a tyrant, controlling all the other faculties of the mind, and causing the taste to become fitful and the tendencies perverse."

4T 497, 498 "You are a mental dyspeptic. Your mind has been crammed with knowledge of all sorts--politics, history, theology, and anecdote--only a part of which can be retained by the abused memory. Much less information, with a mind well disciplined, would be of far greater value. You have neglected to train your mind to vigorous action; therefore your will and inclination have controlled you and been your masters instead of your servants. The result is a loss of physical and mental power."

4T 519, 520 "Intellect alone does not make the man, according to the divine standard....Byron had intellectual conception and depth of thought; but he was not a man according to God's standard. He was an agent of Satan. His passions were fierce and uncontrollable. Through his life he was sowing seed which blossomed into a harvest of corruption. His life-work lowered the standard of virtue. This man was one of the world's distinguished men; still the Lord would not acknowledge him as a man, but only as one who had abused his God-given talents. Gibbon the skeptic, and many others whom God endowed with giant minds, and whom the world called great men, rallied under the banner of Satan, and used the gifts of God for the perversion of truth and the destruction of the souls of men. Great intellect, when made a minister of vice, is a curse to the possessor, and to all who come within the circle of its influence."

4T 525 "It is a work of faith to calmly repose in God in the darkest hour-- however severely tried and tempest-tossed, to feel that our Father is at the helm. The eye of faith alone can look beyond the things of time and sense to estimate the worth of eternal riches."

5T 516-520 This chapter is a testimony to a man who recommended Robinson Crusoe, Uncle Tom's Cabin, and Aesop's Fables for children to read. Mrs. White says that these books should not be read.

5T 516 "It has been revealed to me that the purchase and sale by our brethren of story-books such as are commonly circulated in Sunday-schools, is a snare to our people, especially to our children. It leads them to expend money for that class of reading which fevers the imagination, and unfits them for the real duties of practical life."

5T 545 "If their minds are filled with stories, be they true or fictitious, there is no room for the useful information and scientific knowledge which should occupy them. What havoc has this love for light reading wrought with the mind! How it has destroyed the principles of sincerity and true godliness, which lie at the foundation of a symmetrical character! It is like a slow poison taken into the system, which will sooner or later reveal its bitter effects. When a wrong impression is left upon the mind in youth, a mark is made, not on sand, but on enduring rock."

6T 162-167 A rebuke from the divine Instructor to those educators who were using texts by infidel authors in place of the Word of God.

6T 163 "The words of men who give evidence that they have not a practical knowledge of Christ should find no place in our schools."

7T 204 "Let all repress the desire for reading-matter that is not food for the mind. You cannot possibly do the work of God with clear perception while the mind is occupied with this class of reading. Those who are in God's service should spend neither time nor money for light reading."

7T 204 "The religious experience is to a great degree determined by the character of the books you read in your leisure moments."

7T 204 "We cannot be complete in Christ and yet be ready to grasp those things that come from the so-called great men of the earth, and place their wisdom before the wisdom of the greatest Teacher the world has ever known."

7T 205 "The gathering together of many books for study, too often interposes between God and man a mass of knowledge that weakens the mind, and makes it incapable of assimilating that which it has already received. The mind becomes dyspeptic. Wisdom is needed, that men may choose aright between these many authors and the word of life, that he may eat the flesh and drink the blood of the Son of God."

7T 205 "Let us close the door to so much reading. Let us pray more, and eat the words of life. Unless there is a deeper work of grace in mind and heart, we can never see the face of God."

8T 258 "God has permitted a flood of light to be poured upon the world in the discoveries of science and art; but when professedly scientific men reason upon these subjects from a merely human point of view, they are sure to err."

9T 68 "There is danger that the false sentiments expressed in the books that they have been reading will sometimes be interwoven by our ministers, teachers, and editors with their arguments, discourses, and publications, under the belief that they are the same in principle as the teachings of the Spirit of truth."

CH 427 "Especially will the youth who have been accustomed to reading novels and cheap storybooks receive benefit by joining in the evening family study. Young men and women, read the literature that will give you true knowledge, and that will be a help to the entire family. Say firmly: 'I will not spend precious moments in reading that which will be of no profit to me, and which only unfits me to be of service to others. I will devote my time and my thoughts to acquiring a fitness for God's service.' "

COL 108 "Instead of books containing the suppositions of reputedly great authors, they (those who have been vivified by the Holy Spirit) choose the word of Him who is the greatest author and the greatest teacher the world has ever known."

COL 108 "Teachers who mingle with the education they are giving the sentiments of infidel authors, plant in the minds of youth thoughts that will lead to distrust of God and transgression of His law. Little do they know what they are doing. Little do they realize what will be the result of their work."

COL 315 "God requires perfection of His children. His law is a transcript of His own character, and it is the standard of all character. This infinite standard is presented to all that there may be no mistake in regard to the kind of people whom God will have to compose His kingdom. The life of Christ on earth was a perfect expression of God's law, and when those who claim to be children of God become Christlike in character, they will be obedient to God's commandments. Then the Lord can trust them to be of the number who shall compose the family of heaven."

COL 331, 332 "Remember that you will never reach a higher standard than you yourself set. Then set your mark high, and step by step, even though it be by painful effort, by self-denial and sacrifice, ascend the whole length of the ladder of progress. Let nothing hinder you. Fate has not woven its meshes about any human being so firmly that he need remain helpless and in uncertainty. Opposing circumstances should create a firm determination to overcome them. The breaking down of one barrier will give greater ability and courage to go forward. Press with determination in the right direction, and circumstances will be your helpers, not your hindrances."

COL 344 "It is the duty of every Christian to acquire habits of order, thoroughness, and dispatch. There is no excuse for slow bungling at work of any character. When one is always at work, and the work is never done, it is because mind and heart are not put into the labor. The one who is slow, and who works at a disadvantage, should realize that these are faults to be corrected. He needs to exercise his mind in planning how to use the time so as to secure the best results. By tact and method, some will accomplish as much work in five hours as another does in ten. Some who are engaged in domestic labor are always at work, not because they have so much to do, but because they do not plan so as to save time. By their slow, dilatory ways, they make much work out of very little. But all who will, may overcome these fussy, lingering habits. In their work let them have a definite aim. Decide how long a

time is required for a given task, and then bend every effort toward accomplishing the work in the given time. The exercise of the will power will make the hands move deftly.

"Through lack of determination to take themselves in hand and reform, persons can become stereotyped in a wrong course of action; or by cultivating their powers they may acquire ability to do the very best of service. Then they will find themselves in demand anywhere and everywhere. They will be appreciated for all that they are worth."

COL 353, 354 "Talents used are talents multiplied. Success is not the result of chance or of destiny; it is the outworking of God's own providence, the reward of faith and discretion, of virtue and persevering effort. The Lord desires us to use every gift we have; and if we do this, we shall have greater gifts to use. He does not supernaturally endow us with the qualifications we lack; but while we use that which we have, He will work with us to increase and strengthen every faculty. By every whole-hearted, earnest sacrifice for the Master's service, our powers will increase. While we yield ourselves as instruments for the Holy Spirit's working, the grace of God works in us to deny old inclinations, to overcome powerful propensities, and to form new habits. As we cherish and obey the promptings of the Spirit, our hearts are enlarged to receive more and more of His power, and to do more and better work. Dormant energies are aroused, and palsied faculties receive new life."

EW 91 Thomas Paine "was a devoted servant of the evil one".

GC 252, 253 Mrs. White approves of the writings of John Bunyan, Baxter, and Flavel.

MYP 85-90 A warning against skepticism.

MYP 271 "Let them take heed what they read as well as what they hear. I have been instructed that they are in the greatest danger of being corrupted by improper reading. Satan has a thousand ways of unsettling the minds of youth.... He is seeking to lead both the youth and those of mature age to read story-books, tales, and other literature. The readers of such literature become unfitted for the duties lying before them. They live an unreal life, and have no desire to search the Scriptures, to feed upon the heavenly manna."

MYP 276, 277 We should eliminate from our reading any "books which sow the seeds of skepticism, infidelity, and atheism", "fictitious reading" which fills "the mind with fancies and follies", and books of "war and bloodshed".

MYP 280, 281 "I am personally acquainted with some who have lost the healthy tone of the mind through wrong habits of reading. They go through life with a diseased imagination, magnifying every little grievance. Things which a sound, sensible mind would not notice, become to them unendurable trials, insurmountable obstacles....Nor is the physical effect less disastrous. The nervous system is unnecessarily taxed by this passion for reading. In some cases youth, and even those of mature age, have been afflicted with paralysis from no other cause than excess in reading."

MYP 282 "The best way to prevent the growth of evil is to preoccupy the soil. The greatest care and watchfulness is needed in cultivating the mind and sowing therein the precious seeds of Bible truth. The Lord, in His great mercy, has revealed to us in Scriptures the rules of holy living."

MYP 286 "Dear youth, cease to read the magazines containing stories. Put away every novel....We would do well to clear our houses of all the story magazines and the publications containing ridiculous pictures--representations originated by satanic agencies. The youth cannot afford to poison their minds with such things."

MYP 290 "That mind is ruined which is allowed to be absorbed in story-reading. The imagination becomes diseased, sentimentalism takes possession of the mind, and there is a vague unrest, a strange appetite for unwholesome mental food, which is constantly unbalancing the mind. Thousands are today in the insane asylums whose minds became unbalanced by novel reading, which results in air-castle building and love-sick sentimentalism."

PK 545 "A man whose heart is stayed upon God will be the same in the hour of his greatest trial as he is in prosperity, when the light and favor of God and of man beam upon him."

Spirit of Prophecy Statements Concerning Literature
from An Adventist English Syllabus for Academies

FE 118, 119 "While religion should be the pervading element in every school, it will not lead to a cheapening of the literary attainments."

FE 120 "It is no sin to appreciate literary talent, if it is not idolized."

FE 255, 256 "The minds of men need literary as well as spiritual training that they may be harmoniously developed; for without literary training, men cannot fill acceptably various positions of trust."

CT 137 "Children should be taught to reject trashy, exciting tales, and to turn to sensible reading, which will lead the mind to take an interest in Bible story, history, and argument (reasoning). Reading that will throw light upon the Sacred Volume and quicken the desire to study it, is not dangerous, but beneficial."

CT 385 "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."

7T 64 "Young men and young women, read the literature that will give you true knowledge and that will be a help to the entire family. Say firmly, "I will not spend precious moments in reading that which will be of no profit to me, and which only unfits me to be of service to others. I will devote my time and my thoughts to acquiring a fitness for God's service. I will close my eyes to frivolous and sinful things. My ears are the Lord's and I will not listen to the subtle reasoning of the enemy. My voice shall not in any way be subject to a will that is not under the influence of the Spirit of God. My body is the temple of the Holy Spirit, and every power of my being shall be consecrated to worthy pursuits."

MH 445, 446 "Even fiction which contains no suggestion of impurity, and which may be intended to teach excellent principles, is harmful. It encourages the habit of hasty and superficial reading, merely for the story. Thus it tends to destroy the power of connected and vigorous thought; it unfits the soul to contemplate the great problems of duty and destiny....

It is often urged that in order to win the youth from sensational or worthless literature, we should supply them with a better class of fiction....The only safety for the inebriate, and the only safety for the temperate man, is total abstinence. For the lover of fiction the same holds true. Total abstinence is his only safety."

MYP 272 "Religious sentiments may be woven all through a storybook, but, in most cases, Satan is but clothed in angel robes, and more effectively to deceive and allure. None are so confirmed in right principles, none so secure from temptation, that they are safe in reading these stories.

"The readers of fiction are indulging an evil that destroys spirituality, eclipsing the beauty of the sacred page. It creates an unhealthy excitement, fevers the imagination, unfits the mind for usefulness, weans the soul from prayer, and disqualifies it for any spiritual exercise."

MYP 273 "The nature of one's religious experience is revealed by the character of the books one chooses to read in one's leisure moments."

Cautions

CT 134 "The practice of story reading is one of the means employed by Satan to destroy souls, It produces a false, unhealthy excitement, fevers the imagination, unfits the mind for usefulness, and disqualifies it for any spiritual exercise. It weans the soul from prayer and from the love of spiritual things."

CT 134 "Readers of frivolous, exciting tales become unfitted for the duties of practical life. They live in an unreal world. I have watched children who have been allowed to make a practice of reading such stories. Whether at home or abroad, they were restless, dreamy, unable to converse except upon the most commonplace subjects. Religious thought and conversation was entirely foreign to their minds. With the cultivation of an appetite for sensational stories, the mental taste is perverted, and the mind is not satisfied unless fed upon this unwholesome food. I can think of no more fitting name for those who indulge in such reading than mental inebriates."

CT 383 "By fostering love for mere amusement, the reading of fiction creates a distaste for life's practical duties. Through its exciting, intoxicating power, it is not infrequently a cause of both mental and physical disease. Many a miserable, neglected home, many a lifelong invalid, many an inmate of the insane asylum, has become such through the habit of novel reading."

Dean Vivian Cushman

on

The Problem of Selecting Literature for Secondary English Classes

Literature which breaks down faith in the living God or in the sacrificial life and death of Jesus must be avoided. (EW 90, 91; 264, 265; CT 385) There are few authors whose lives or complete works are wholly acceptable, as the lives of Wordsworth, Tennyson, David, or Solomon would reveal. God eliminated for us any nonacceptable works that David or Solomon might have written, but with Wordsworth, Tennyson, etc., we ourselves must choose only these compositions which meet divine standards.

Fiction, defined in the Oxford English Dictionary, as used generally in 1875, seemed to refer to literature of a lower type: "They read nothing but fiction and levities." Mrs. White, writing during the same period, evidently used the term "fiction" in this same depreciatory manner, not simply as a term for non-factual literature, since she upholds Pilgrim's Progress (GC 252). Since she condemns Uncle Tom's Cabin (CT 136), which is based somewhat on incidents that really happened, we can be sure that she did not mean to draw a "thou-shalt-not" line between what we now consider fiction and non-fiction. This conclusion is further clarified by an examination of Sabbath Readings for the Home Circle*, a compilation of articles, sermons, and stories--these latter bearing definite earmarks of what we would call fiction, although Volume 3 of this series contains the following in its introduction:

"The subject matter in this series of books has been selected with the greatest care. The compilers have read hundreds of volumes and papers, almost without number, in search of well-written articles that defend a sound morality, and breathe a spirit of devotion, tenderness, and true piety. They are impressed with the fact that the religious world has been greatly wronged in having had thrown upon the market a great number of books containing matter of little value, still held at high prices. Our Sunday-school and Youths' libraries are cursed with religious fiction. We have endeavored to avoid these errors, in giving to the public in this humble series, matter-of-fact lessons which appeal to the mind and heart relative to the everyday duties of life. May God crown the effort with His blessing."

The fourth volume contains this excellent standard for literature selection:

"The value of a book consists very much in the fact that pure and elevating thought is expressed in its pages in a plain and direct manner, in as few words as will fully set forth the writer's meaning."

From this study it was concluded that what Mrs. White meant as fiction includes any writings in which suspense of plot is more important than the attached moral, even though that moral is good, any writing which raises the reader to a state of excitement, which merely gratifies his emotions instead of intensifying his determination to live upon a higher plane. Any literature which points the Christian upward, enriches his life, cultivates his personality and manners, and shows with some optimism the reward of doing good--this is the kind our young people should read.

There are so many wonderful pieces of literature that it is difficult to choose even the best from the good. In choosing works of literature, remember to choose carefully whether from fiction or non-fiction sources. Articles or stories should enlist the reader's sympathy on the side of right-doing, should not make use of profanity in the dialogue, should not be a part of a novel or other book which cannot be recommended and should adhere to the ideals of Christian deportment. It is best to err on the conservative side. The Christian teacher, in his own personal reading, should be an example to his students.

*Sabbath Readings for the Home Circle, first published in four volumes, was compiled by Mrs. E. G. White. It is now available in one volume.

KH 305 "Christians are to stand out distinct from the world as God's standard bearers, showing in their lives the influence of the transforming grace of Christ. They are raised up together to sit with Christ in heavenly places that they may reveal to the world, to angels, and to men an enduring representation of the eternal world."

MH 288 "But our clothing, while modest and simple, should be of good quality, of becoming colors, and suited for service. It should be chosen for durability rather than display. It should provide warmth and proper protection."

UNIT 6. SUMMARY Standards of Excellence

1. 5T 579 Purity of Life and a vibrant spirituality
2. ED 232, 234; CT 312; ED 29 Thoroughness in work and study
3. ED 277 Physical and mental vigor
4. In reading, avoid trashy and exciting fiction in favor of pure and elevating literature and make the Bible supreme.
5. In the field of entertainments and amusements, enter only such places as you are sure that Christ and your guardian angels can go along.
6. Standards for moving pictures: Let's pass up pictures depicting crime, sex, and violence and other Hollywood movies, including those with Biblical settings; and

See no bad pictures in bad places,
 See no bad pictures in good places,
 See no good pictures in bad places, and
 See only good pictures in good places.
7. Standards for TV: See only the news, nature films, educational films, travelogs, religious broadcasts, and others that are informative or culturally and spiritually uplifting.
8. Standards for music: Listen to the masters, to pure spirituals, and other religious music, and other uplifting music that grows on you.
9. Standards in dress: Let dress for both men and women be characterized by neatness, healthfulness, economy, simplicity, modesty, and humility.
10. Standards in Sabbath Observance: See Isaiah 58:13, 14, and Index to Ellen White Writings, Article on Sabbath Observance, pp. 2321-2323.

Do nothing that you would not like to be doing when Jesus comes.
 Go to no place where you would not like to be found when Jesus comes.
 Say nothing that you would not like to be saying when Jesus comes. --Anonymous

Gal. 2:20 "I am crucified with Christ; nevertheless I live; yet not I, but Christ liveth in me."

General MacArthur's Credo

Youth is not a time of life.

It's a state of mind.

It's a test of the will, a quality of imagination, a vigor of emotions, a predominance of courage over timidity, of the appetite for adventure over love of ease.

Nobody grows old by merely living a number of years.

People grow old only by deserting their ideals.

Years wrinkle the skin but to give up enthusiasm wrinkles the soul.

Worry, doubt, self-distrust, fear, and despair... these are the quick equivalents of the long, long years that bow the head, that turn the growing spirit back to dust.

Whether 70 or 16, there is, in every being's heart, the love of wonder, the sweet amazement of the stars, and the starlike things and thoughts, the undaunted challenge of events, the unfailing child-like appetite for 'What next?'

You are as young as your faith, as old as your doubt, as young as your self-confidence, as old as your fear, as young as your hope, as old as your despair.

So long as your heart receives messages of beauty, cheer, courage, grandeur, and power from the earth, from man and from the Infinite, so long are you young.

When all the wires are down, and all the central places of your heart are covered with the snows of pessimism and the ice of cynicism, then, and only then, are you grown old indeed, and may God have mercy on your soul.

Live every day of your life as though you expected to live forever.

UNIT 7. METHODS

ED 14 When "the mind of man is brought into communion with the mind of God, ...the effect of such communion on body and mind and soul is beyond estimate."

ED 14 "In this communion is found the highest education. It is God's own method of development."

ED 16 "Love, the basis of creation and of redemption, is the basis of true education."

ED 16 To love God "means the development of every power."

ED 16 "The law of love calls for the devotion of body, mind, and soul to the service of God and our fellowmen."

ED 16 "Unselfishness underlies all true development."

ED 16 "Through unselfish service we receive the highest culture of every faculty. We are fitted for heaven, for we receive heaven into our hearts."

ED 16, 17 "Since God is the source of all true knowledge, it is, as we have seen, the first object of education to direct our minds to His own revelation of Himself. Adam and Eve received knowledge through direct communion with God; and they learned of Him through His works. All created things, in their original perfection, were an expression of the thought of God. To Adam and Eve nature was teeming with divine wisdom. But by transgression man was cut off from learning of God through direct communion and, to a great degree, through His works. The earth, marred and defiled by sin, reflects but dimly the Creator's glory. It is true that His object lessons are not obliterated. Upon every page of the great volume of His created works may still be traced His handwriting. Nature still speaks of her Creator. Yet these revelations are partial and imperfect. And in our fallen state, with weakened powers and restricted vision, we are incapable of interpreting aright. We need the fuller revelation of Himself that God has given in His written word..."

ED 17, 18 "Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen."

ED 18 "As the perfection of His character is dwelt upon, the mind is renewed, and the soul is re-created in the image of God."

ED 21 "Here, amidst the beautiful scenes of nature...our first parents were to receive their education."

ED 21 "Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."

ED 21 Communion with Nature in all phases

ED 22 A knowledge of God develops mental and spiritual powers.

ED 29 Christ is the power which enables one to reach the highest ideals.

METHODS

ED 30 In union with Christ "he has within his reach the power to realize in himself his noblest ideals".

ED 41 "True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused."

ED 41 "As inquiry was made, the instruction given impressed mind and heart."

ED 41 "In the home and the sanctuary, through the things of nature and of art, in labor and festivity, in sacred building and memorial stone, by methods and rites and symbols unnumbered, God gave to Israel lessons illustrating His principles and preserving the memory of His wonderful works. Then, as inquiry was made, the instruction given impressed mind and heart.

"In the arrangements for the education of the chosen people it is made manifest that a life centered in God is a life of completeness. Every want He has implanted, He provides to satisfy; every faculty imparted, He seeks to develop."

ED 84 "Only by such communion--the communion of mind with mind and heart with heart, of the human with the divine--can be communicated that vitalizing energy which it is the work of true education to impart."

ED 87 Fellowship with Christ results in transformation.

ED 88 "Patiently, with discriminating love, the Saviour dealt with his impetuous disciple."

ED 89 Christ prayed for Peter.

ED 91 "A miracle of divine tenderness was Peter's transformation."

ED 96 "The presence of the same Guide (the Holy Spirit) in educational work today will produce the same results as of old."

ED 101 "Only in the light that shines from Calvary can nature's teaching be read aright."

ED 101 "In brier and thorn...is represented the evil that blights and mars."

ED 102 Christ's illustrations: "So we should teach."

ED 107 "Children should not be forced into a precocious maturity."

ED 126 The transforming power of the Bible

ED 185 "In these simple stories may be made plain the great principles of the law of God."

ED 186 "The use of object lessons, blackboards, maps, and pictures, will be an aid in explaining these lessons, and fixing them in memory. Parents and teachers should constantly seek for improved methods."

ED 220 "An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought.

"Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill."

ED 230 "For ages education has had to do chiefly with the memory. This faculty has been taxed to the utmost, while the other mental powers have not been correspondingly developed. Students have spent their time in laboriously crowding the mind with knowledge, very little of which could be utilized. The mind thus burdened with that which it cannot digest and assimilate is weakened; it becomes incapable of vigorous, self-reliant effort, and is content to depend on the judgment and perception of others.

"Seeing the evils of this method, some have gone to another extreme. In their view, man needs only to develop that which is within him. Such education leads the student to self-sufficiency, thus cutting him off from the source of true knowledge and power.

"The education that consists in the training of the memory, tending to discourage independent thought, has a moral bearing which is too little appreciated."

ED 231 "In all true teaching the personal element is essential. Christ in His teaching dealt with men individually."

ED 231 Christ "watched the faces of His hearers, marked the lighting up of the countenance, the quick, responsive glance, which told that truth had reached the soul; and there vibrated in His heart the answering chord of sympathetic joy."

ED 232 "Christ discerned the possibilities in every human being. He was not turned aside by an unpromising exterior."

ED 232 "The same personal interest, the same attention to individual development, are needed in educational work today."

ED 232 "In many a boy or girl outwardly as unattractive as a roughhewn stone, may be found precious material that will stand the test of heat and storm and pressure."

ED 232 Important to cultivate all talents

ED 232 Teach simply and by illustration, even to older students.

ED 232 "Every youth should be taught the necessity and the power of application. Upon this, far more than upon genius or talent, does success depend. Without application the most brilliant talents avail little, while with rightly directed effort persons of very ordinary natural abilities have accomplished wonders. And genius, at whose achievements we marvel, is almost invariably united with untiring, concentrated effort."

ED 233 "An important element in educational work is enthusiasm."

ED 233 "The teacher should constantly aim at simplicity and effectiveness. He should teach largely by illustration, and even in dealing with older pupils should be careful to make every explanation plain and clear. Many pupils well advanced in years are but children in understanding."

ED 233 "The natural aptitudes indicate the direction of the lifework, and, when legitimate, should be carefully cultivated."

ED 233, 234 "Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned."

ED 237 "Children need appreciation, sympathy, and encouragement, but care should be taken not to foster in them a love of praise. It is not wise to give them special notice."

ED 238 "As with language, so with every other study; it may be so conducted that it will tend to the strengthening and upbuilding of the character."

ED 238 How history should be taught

ED 238, 239 Make arithmetic practical.

ED 239 "In this way every study may become an aid in the solution of that greatest of all problems, the training of men and women for the best discharge of life's responsibilities."

ED 250 "The value of the Sabbath as a means of education is beyond estimate."

ED 250, 251 "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."

ED 251 In the Sabbath, "He preserves for the family opportunity for communion with Him, with nature, and with one another."

ED 251 "Since the Sabbath is a memorial of creative power, it is the day above all days when we should acquaint ourselves with God through His works."

ED 251 "Happy is the family who can go to the place of worship on the Sabbath ...across the fields, along the shores of the lake, or through the groves."

ED 251, 252 "Let the Sabbath-school lesson be learned, not by a hasty glance at the lesson scripture on Sabbath morning, but by careful study for the next week on Sabbath afternoon, with daily review or illustration during the week."

ED 252 Let the parents review the sermon to the children at home.

ED 258 "It is secret communion with God that sustains the soul life."

ED 259 "It was in the hours of solitary prayer that Jesus in His earth life received wisdom and power. Let the youth follow His example in finding at dawn and twilight a quiet season for communion with their Father in heaven."

ED 257, 258 "In the prayer of faith there is a divine science; it is a science that every one who would make his lifework a success must understand. Christ says, 'What things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them' (Mark 11:24). He makes it plain that our asking must be according to God's will; we must ask for the things that He has promised, and whatever we receive must be used in doing His will. The conditions met, the promise is unequivocal."

ED 260, 261 "Many, even in their seasons of devotion, fail of receiving the blessing of real communion with God. They are in too great haste. With hurried steps they press through the circle of Christ's loving presence...but not waiting for counsel. They have no time to remain with the divine Teacher. With their burdens they return to their work."

ED 260, 261 "These workers can never attain the highest success until they learn the secret of strength. They must give themselves time to think, to pray, to wait upon God for a renewal of physical, mental, and spiritual power. They need the uplifting influence of His Spirit. Receiving this, they will be quickened by fresh life. The wearied frame and tired brain will be refreshed, and the burdened heart will be lightened."

ED 265 Life is not to be divided into "the period of learning and the period of doing--of preparation and of achievement." They are to go hand in hand.

ED 268 "Skill is gained in the work itself....It is in the water, not on the land, that men learn to swim."

ED 268 "The church is organized for service."

ED 269 Let the youth be organized "into bands for Christian service".

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

ED 278 "The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency."

ED 278 The teacher must have wisdom and tact in dealing with minds.

ED 279 "The children and youth under the teacher's care differ widely in disposition, habits, and training. Some have no definite purpose or fixed principles. They need to be awakened to their responsibilities and possibilities. Few children have been rightly trained at home."

ED 280 "He must have also the tact and skill, the patience and firmness, that will enable him to impart to each the needed help--to the vacillating and ease loving, such encouragement and assistance as will be a stimulus to exertion; to the discouraged, sympathy and appreciation that will create confidence and thus inspire effort.

"Teachers often fail of coming sufficiently into social relation with their pupils. They manifest too little sympathy and tenderness, and too much of the dignity of the stern judge. While the teacher must be firm and decided, he should not be ex-acting or dictatorial."

METHODS

ED 282 "As the highest preparation for your work, I point you to the words, the life, the methods, of the Prince of teachers."

ED 283 "In all that concerns the well-being of the child, it should be the effort of the parents and teachers to co-operate."

ED 283 "Parents who give this (character) training are not the ones likely to be found criticizing the teacher."

ED 284 "Criticism and censure of the school management encourage insubordination in the children."

ED 284 "If criticism or suggestion in regard to the teacher's work becomes necessary, it should be made to him in private."

ED 284 "Nothing should be said or done to weaken the children's respect for the one upon whom their well-being in so great degree depends."

ED 284, 285 Parents and teachers should counsel together.

ED 285 "From their earliest years children should be led to feel that they are a part of the home firm. Even the little ones should be trained to share in the daily work and should be made to feel that their help is needed and is appreciated."

ED 289 "The will should be guided and moulded, but not ignored or crushed. Save the strength of the will; in the battle of life it will be needed."

FE 15 "Vary the manner of instruction...to call forth the high and noble powers of the mind."

FE 21 Do not over-urge the intellect to the neglect of the body.

FE 21 "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."

FE 21 Nature, the first study

FE 27 Continual study does not strengthen the intellect.

FE 36 Work, important for all--for health and character development

FE 37 Warning against novel reading

FE 37 Physical labor will balance and stimulate intellectual development.

FE 48 "Cultivate and practice virtues which will give...symmetrical characters."

FE 49 "The capability to appreciate the glories that 'eye hath not seen, nor ear heard' will be proportionate to the attainments reached in the cultivation of the faculties in this life."

FE 87 "Character cannot be bought; it must be formed by stern efforts to resist temptation."

FE 95 "In the ancient Hebrew schools, by the use of figures and symbols, the lessons given were illustrated, and thus more firmly fixed in the memory."

FE 119 "God wants the teachers in our schools to be efficient."

FE 123, 124 "God does not work miracles where He has provided means by which the work may be accomplished."

FE 129 "The study of the Bible will give strength to the intellect."

FE 227 "When teachers and learners shall consecrate soul, body, and spirit to God, and purify their thoughts by obedience to the laws of God, they will continually receive a new endowment of physical and mental power."

FE 243 "In His teaching He drew illustrations from the things of nature and the common transactions of life, with which they were familiar."

FE 245 "With deepest interest the angels of God in the heavenly courts are watching the development of character; and from the records in the books of heaven, actions are weighed, and moral worth is measured."

FE 266 "The truth is not to be kept to be practiced when we feel just like it, but at all times and in all places."

FE 268 "The formation of correct habits" is stressed.

FE 307 Study the Bible for yourselves.

FE 321, 322 "When students enter the school to obtain an education, the instructors should endeavor to surround them with objects of the most pleasing, interesting character, that the mind may not be confined to the dead study of books."

FE 351 "Let every moment that is devoted to study be a moment in which the soul is conscious of its God-given responsibilities."

FE 516 "A deep Christian experience will be combined with the work of true education."

FE 390 "There should be most faithful teachers, who strive to make the students understand their lessons, not by explaining everything themselves but by letting the students explain thoroughly every passage which they read. Let the inquiring minds of the students be respected. Treat their inquiries with respect. To skim over the surface will do little good. Thoughtful investigation and earnest, taxing study are required to comprehend..."

FE 514 "The education that brings the student into close relation with the teacher sent from God, is true education."

CT 42 "We are to devise ways and means by which to bring forth a corps of educated workmen for the various departments of the work of God."

METHODS

CT 52 "In the word of God the mind finds subjects for the deepest thought, the loftiest aspirations."

CT 60 "Let the child and youth be taught that every mistake, every fault, every difficulty, conquered, becomes a steppingstone to better and higher things."

CT 65 "Teachers are to watch over their students as the shepherd watches over the flock entrusted to his charge."

CT 73 "It is the nicest work ever assumed by men and women to deal with youthful minds. The greatest care should be taken in the education of youth, to vary the manner of instruction so as to call forth the high and noble powers of the mind. Parents and schoolteachers are certainly disqualified to educate children properly if they have not first learned the lessons of self-control, patience, forbearance, gentleness, and love. What an important position for parents, guardians, and teachers! There are very few who realize the most essential wants of the mind, and how to direct the developing intellect, the growing thoughts and feelings of youth."

CT 101 "In all our dealings with students, age and character must be taken into account. We cannot treat the young and the old just alike."

CT 123 "Children should be trained to amuse themselves, to exercise their own ingenuity and skill."

CT 177 "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 181 "The use of object lessons, blackboards, and maps will be an aid in explaining these lessons, and fixing them in the memory. Parents and teachers should constantly seek for improved methods."

CT 181 "In order to do effective study, the interest of the child must be enlisted."

CT 199 "Take upon yourself the duty of becoming master of every subject you seek to teach."

CT 254 "Teach by illustrations."

CT 269 "The greatest of teachers are those who are most patient, most kind."

CT 318 "Let not teachers have favorites among their students, or give to the bright, quick students the most attention."

CT 318 "Students should not be so pressed with studies as to neglect the culture of the manners; and above all, they should let nothing interfere with their seasons of prayer, which bring them in connection with Christ. In no case should they deprive themselves of religious privileges."

CT 433 "The world's greatest Teacher used the simplest language and the plainest symbols." (See also DA 70, 313; MH 23, 24)

CT 435 "Observe simplicity in teaching."

CT 545 "It is not enough to fill the minds of the youth with lessons of deep importance; they must learn to impart what they have received."

2T 580 "In all His efforts, Christ sought to make His teaching interesting."

COL 20 "So wide was Christ's view of truth, so extended His teaching, that every phase of nature was employed in illustrating truth."

COL 21 "By connecting His teaching with the scenes of life, experience, or nature, He secured their attention and impressed their hearts."

"By personal contact and association, Christ trained them for His service."
AA 17 "Only by such communion--the communion of mind with mind and heart with heart, of the human with the divine--can be communicated that vitalizing energy which it is the work of true education to impart." ED 84 "In all true teaching the personal element is essential." CSW 73 "By mutual contact our minds should receive polish and refinement." MH 496 "Through personal association He impressed Himself upon these chosen co-laborers." ED 84 "Christ's teaching had a freshness and a power such as men had never before known." MH 52 "He spoke directly to every mind and appealed to every heart. He watched the faces of His hearers, marked the lighting up of the countenance, the quick, responsive glance, which told that truth had reached the soul; and there vibrated in His heart the answering chord of sympathetic joy." ED 231 "In this communion is found the highest education." ED 14 "To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the classroom." ED 212 --As arranged by Edward I. Edstrom

on page 8 of his Study of the Principles and

--As arranged by Edward Irving Edstrom on page 8 of his Study of the Principles and Methods of Teaching as Presented in the Writings of Ellen G. White, a Master of Arts thesis, Walla Walla College, 1963.

UNIT 7. SUMMARY

Methods

1. Work with the Holy Spirit, the representative of the Master Teacher.
ED 29, 30, 96, 282
2. Be thorough. ED 29 Prepare carefully.
3. Be personally interested in every student. ED 231
4. Secure complete understanding of each unit before proceeding to the next.
ED 233, 234
5. Keep duty and destiny ever before the students. ED 17, 18
6. Use God's two books, Nature and the Bible, constantly. ED 21, 126

METHODS

7. Encourage independent thinking. ED 230
8. Do not insist on too much memory work. ED 230
9. Include experience in a well-planned work program. ED 21, 37, 220, 250, 251
10. Use the Sabbath carefully. ED 251
11. Encourage prayer. ED 257-261
12. Cooperate with teachers. ED 283-285
13. Guide and mold. ED 289, 233
14. Use audio-visual materials. FE 321, 322
15. Be on the lookout for new and better methods. CT 533
16. Arouse interest. ED 41
17. Use many illustrations. ED 102, 232
18. Cultivate all talents. ED 232
19. Teach by personal example. ED 277
20. Develop vigorous health. FE 227
21. Develop character. FE 48
22. Be enthusiastic. ED 233
23. Do not confine students too rigidly to grades. CT 177
24. Build an inspiring classroom atmosphere.
25. Secure a profitable feedback by profitable discussions, student papers, and personal interviews.

UNIT 8. THE LOCATION OF OUR SCHOOLS

ED 20 Life in Eden was a model school:

The garden was the schoolroom,
Nature the lesson-book,
The Creator the Instructor, and
Adam and Eve the students.

ED 21 "The book of nature, which spread its living lessons before them, afforded an exhaustless source of instruction and delight."

ED 21 "Amidst the beautiful scenes of nature untouched by sin, our first parents were to receive their education."

ED 22 "The garden of Eden was a representation of what God desired the whole earth to become, and it was His purpose that...they should establish...homes and schools like the one He had given."

ED 33 "Those who departed from God built for themselves cities, and, congregating in them, gloried in the splendor, the luxury, and the vice that make the cities of today the world's pride and its curse."

ED 33, 34 "The men who held fast God's principles of life dwelt among the fields and hills. They were tillers of the soil and keepers of flocks and herds, and in this free, and independent, life, with its opportunities for labor and study and meditation, they learned of God and taught their children of His works and ways."

ED 65 Moses and Paul were educated in the quiet of the wide open spaces.

ED 100, 101 "So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him. Let him behold the glorious scenes painted by the great Master Artist upon the shifting canvas of the heavens, let him become acquainted with the wonders of earth and sea, let him watch the unfolding mysteries of the changing seasons, and, in all His works, learn of the Creator."

ED 211 For recreation, the surrounding environment is of vital importance in choosing the location of the school.

ED 211, 212 "In the choice of a home or the location of a school these things should be considered. Those with whom mental and physical well-being is of greater moment than money or the claims and customs of society, should seek for their children the benefit of nature's teaching, and recreation amidst her surroundings."

ED 212 "It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods."

ED 212, 213 "In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of caretaking will be encouraged; and the spirit of fellowship and co-operation developed will prove to the pupils a lifelong blessing.

LOCATION

"So also a new interest may be given to the work of the garden or the excursion in field or wood, as the pupils are encouraged to remember those shut in from these pleasant places and to share with them the beautiful things of nature."

ED 214 "In our labor we are to be workers together with God. He gives us the earth and its treasures; but we must adapt them to our use and comfort. He causes the trees to grow; but we prepare the timber and build the house. He has hidden in the earth the gold and silver, the iron and coal; but it is only through toil that we can obtain them."

ED 218 "Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training."

ED 219 "He who earns his livelihood by agriculture escapes many temptations and enjoys unnumbered privileges and blessings denied to those whose work lies in the great cities."

ED 247 "Let pupils taste the delights to be found by river or lake or sea; let them climb the hills, gaze on the sunset glory, explore the treasures of wood and field; let them learn the pleasure of cultivating plants and flowers."

FE 310 John was taken "away from the contaminating influences of the city, to obtain an education that would qualify him to receive instruction from God rather than from any of the learned scribes."

FE 312 "It is not the correct plan to locate school buildings where students will have constantly before their eyes the erroneous practices that have molded their education during their lifetime, be it longer or shorter."

FE 312 "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."

FE 313 "Should our schools be located in one of these cities or within a few miles of it, there would be a counterworking influence constantly in active exercise to be met and overcome."

FE 313 "The very atmosphere of these cities is full of poisonous malaria."

FE 313 "We shall find it necessary to establish our schools out of, and away from, the cities, and yet not so far away that they cannot be in touch with them, to do them good, to let light shine amid the moral darkness."

FE 319 "To those who can live outside of the cities, and labor in the open air, beholding the works of the great Master Artist, new scenes are continually unfolding. As they make the book of nature their study, a softening, subduing influence comes over them; for they realize that God's care is over all."

FE 320 "Schools should be established where there is as much as possible to be found in nature to delight the senses and give variety to the scenery."

FE 320 "We should choose a location for our school apart from the cities, where the eye will not rest continually upon the dwellings of men, but upon the works of God; where there shall be places of interest for them to visit, other than what the city affords."

FE 320 "Let our students be placed where nature can speak to the senses, and in her voice they may hear the voice of God."

FE 320 "Let them be where they can look upon His wondrous works, and through nature behold her Creator."

FE 322 "The school should not be in or near a city, where its extravagance, its wicked pleasures, its wicked customs and practices, will require constant work to counteract the prevailing iniquity, that it may not poison the very atmosphere which the students breathe."

FE 322 "All schools should be located, as far as possible, where the eye will rest upon the things of nature instead of clusters of houses."

FE 322 "There should be land for cultivation. The time is not far distant when the laws against Sunday labor will be more stringent, and an effort should be made to secure grounds away from the cities, where fruits and vegetables can be raised."

FE 322 "Agriculture will open resources for self-support, and various other trades also could be learned."

FE 324 "Let the teachers in our schools take their students with them into the gardens and fields and teach them how to work the soil in the very best manner."

FE 326 "Send the children to schools located in the city, where every phase of temptation is waiting to attract and demoralize them, and the work of character building is tenfold harder for both parents and children."

FE 421 "No pains should be spared to select places for our schools where the moral atmosphere will be as healthful as possible; for the influences that prevail will leave a deep impression on young and forming characters. For this reason a retired locality is best."

FE 421 "The great cities, the centers of business and learning, may seem to present some advantages; but these advantages are outweighed by other considerations."

FE 422 "The youth educated in large cities are surrounded by influences similar to those that prevailed before the flood."

FE 422, 423 "In choosing retired localities for schools, we do not for a moment suppose that we are placing the youth beyond the reach of temptation. Satan is a very diligent worker, and is untiring in devising ways to corrupt every mind that is open to his suggestions....But in the large cities his power over minds is greater, and his nets for the entanglement of unwary feet are more numerous."

FE 423 "There is a refining, subduing influence in nature that should be taken into account in selecting the locality for a school."

LOCATION

FE 424 "God would have us appreciate His blessings in His created works. How many children there are in the crowded cities that have not even a spot of green grass to set their feet upon. If they could be educated in the country, amid the beauty, peace, and purity of nature, it would seem to them the spot nearest heaven. In retired places, where we are farthest from the corrupting maxims, customs, and excitements of the world, and nearest to the heart of nature, Christ makes His presence real to us, and speaks to our souls of His peace and love."

FE 492 ff. (Read the chapter protesting against colonizing around our institutions.)

FE 494 "From letters received by those connected with our institutions, and by movements already made, we see that many desire to obtain homes near these institutions. My mind is weighed down with perplexity regarding this, because I have received instruction from the Lord in regard to the influence that would be exerted upon individuals and upon our work for our people selfishly to gather around our institutions.

"For years, in warnings often repeated, I have testified to our people that God was not pleased to see families leaving the smaller churches, and gathering into the places where our publishing houses, sanitariums, and schools are established, for their own convenience, ease, or worldly profit.

"In Australia, we went into the forest and secured a large tract of land for our school. Plans were laid to sell our brethren building lots near the school homes and near the meetinghouse. But I was instructed to protest against permitting families to settle near our school homes. The counsel given was that it would be much better for families not to live near the school, and not to live too close to one another.

"Those who feel like settling close to our publishing house or our sanitarium and school at Takoma Park, should take counsel before they move."

CT 173 "The cities have become as Sodom, and our children are daily exposed to many evils."

CT 204 The Lord..."will open ways before us to establish small schools in retired places for the education of our youth, not only in the Scriptures and in book learning, but in many lines of manual labor."

CT 309, 310 "In establishing our schools out of the cities, we shall give the students an opportunity to train the muscles to work as well as the brain to think."

CT 406 "In the school of nature, with Christ as his teacher, he (Moses) learned lessons of humility, meekness, faith, and trust, all of which bound his soul closer to God."

CT 519 "There are decided advantages to be gained by the establishment of a school and a sanitarium in close proximity, that they may be a help one to the other."

CT 519-520 A chapter on "co-operation between schools and sanitariums".

CT 532 "God bids us establish schools away from the cities, where, without let or hindrance, we can carry on the education of students upon plans that are in harmony with the solemn message committed to us for the world."

2T 443 "The reasons that have led us in a few places to turn away from cities and locate our schools in the country, hold good with the schools in other places. To expend money in additional buildings when a school is already deeply in debt is not in accordance with God's plan. Had the money which our larger schools have used in expensive buildings been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be in a more prosperous condition. Had this course been followed, there would have been some grumbling from students, and many objections would have been raised by parents, but the students would have secured an all-round education, which would have prepared them, not only for practical work in various trades, but for a place on the Lord's farm in the earth made new."

6T 178 "Look at Nature. There is room within her vast boundaries for schools to be established where grounds can be cleared and land cultivated."

6T 179 "Our youth need an education in felling trees and tilling the soil as well as in literary lines."

6T 181 The land around our schools is to be used for school buildings and the farm, and not for private houses except for teachers and students.

6T 183 The school is to be located where there is plenty of land.

6T 184 "The greater the number of families that settle around the school-buildings, the more difficulties there will be in the way of teachers and students....This land about the school is to be for the school farm, and this farm is to occupy much more space than you thought it would."

6T 185 "The land around our school is to be used as the Lord's farm."

6T 187 "Then let everything not essential to the work of the school be kept at a distance, that the sacredness of the place may not be disturbed through the proximity of families and buildings. Let the school stand alone."

6T 187 The school should stand alone away from all homes and people in order for the students to gain the best education without disturbances.

6T 187 The land around the school is to be "a farm and a park, beautified with fragrant flowers and ornamental trees. There should be orchards, and every kind of produce should be cultivated that is adapted to the soil, that this place may become an object-lesson to those living close by and afar off."

7T 81 "For our educational and medical institutions, places should be chosen where, away from the dark clouds of sin that hang over the great cities, the Sun of Righteousness can arise, 'with healing in His wings'."

7T 232 "Schools are to be established away from the cities, where the youth can learn to cultivate the soil, and thus help to make themselves and the school self-supporting."

7T 232 "With our larger schools should be connected small sanitariums, that the students may have opportunity to gain a knowledge of medical missionary work."

8T 215 "True missionary workers will not colonize. God's people are to be pilgrims and strangers on the earth. The investment of large sums of money in the building up of the work in one place is not in the order of God. Plants are to be made in many places. Schools and sanitariums are to be established in places where there is now nothing to represent the truth. These interests are not to be established for the purpose of making money, but for the purpose of spreading the truth. Land should be secured at a distance from the cities, where schools can be built up in which the youth can be given an education in agriculture and mechanical lines."

9T 170 "In various places, outside our cities, schools are to be established, where our youth can receive an education that will prepare them to go forth to do evangelical work and medical missionary work."

9T 178 "I have clear instruction that, wherever it is possible, schools should be established near to our sanitariums, that each institution may be a help and strength to the other."

9T 201 "So far as possible," schools for colored people "should be established outside the cities. But in the cities there are many children who could not attend schools away from the cities; and for the benefit of these, schools should be opened in the cities as well as in the country."

CD 450 "Clear light has been given that our educational institutions should be connected with our sanitariums wherever this is possible. The work of the two institutions is to blend. I am thankful that we have a school at Loma Linda. The educational talent of competent physicians is a necessity to the schools where medical missionary evangelists are to be trained for service. The students in the school are to be taught to be strict health reformers. The instruction given in regard to disease and its causes, and how to prevent disease, and the training given in the treatment of the sick, will prove an invaluable education, and one that the students in all our schools should have.

"This blending of our schools and sanitariums will prove an advantage in many ways. Through the instruction given by the sanitarium, students will learn how to avoid forming careless, intemperate habits in eating."

CH 191 "It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation and access to the fields and woods."

CH 242, 243 "An educational work should be carried on in connection with all our sanitariums. There is a close relation between the work of our schools and our sanitariums, and wherever it is practicable, there are decided advantages in both lines of work."

CH 266 "For our educational and medical institutions, places should be chosen away from the dark clouds of sin that hang over the cities."

CH 301 "It is well that our training schools for Christian workers should be established near to our health institutions, that the students may be educated in the principles of healthful living" and in efficient mediums to minister to suffering humanity.

CH 542 When the schools are located near the sanitariums, the students can gain the "knowledge of present truth" and "can also learn how to be ministers of healing to those whom they go forth to serve".

DA 70 "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."

DA 102 "John found in the wilderness his school and his sanctuary. Like Moses amid the mountains of Midian, he was shut in by God's presence and surrounded by evidences of His power."

GW 457 "In their efforts to economize, our brethren should be careful lest they restrict the investment of means where wise investment is needed. In establishing schools and sanitariums, enough land should be purchased to provide for the carrying out of the plans that the Lord has outlined for these institutions. Provision should be made for the raising of fruit and vegetables, and, wherever possible, sufficient land should be secured so that others may not erect, near the institution, buildings of an objectional character."

MH 405 "We are numbered with Israel. All the instruction given to the Israelites of old concerning the education and training of their children, all the promises of blessings through obedience, are for us."

MH 474, 475 "The education that Moses had received in Egypt was a help to him in many respects but the most valuable preparation for his life work was that which he received while employed as a shepherd....As he led his flocks through the wilds of the mountains and into the green pastures of the valleys, he learned faith and meekness, patience, humility, and self-forgetfulness. He learned to care for the weak, to nurse the sick, to seek after the straying, to bear with the unruly, to tend the lambs, and to nurture the old and the feeble....He recognized the presence of God in his surroundings. All nature spoke to him of the Unseen One."

PK 275 "There is coming rapidly and surely an almost universal guilt upon the inhabitants of the cities, because of the steady increase of determined wickedness. The corruption that prevails, is beyond the power of the human pen to describe. Every day brings fresh revelations of strife, bribery, and fraud; every day brings its heart-sickening record of violence and lawlessness, of indifference to human suffering, of brutal, fiendish destruction of human life. Every day testifies to the increase of insanity, murder, and suicide.

"Men boast of the wonderful progress and enlightenment of the age in which we are now living; but God sees the earth filled with iniquity and violence. Men declare that the law of God has been abrogated, that the Bible is not authentic; and, as a result, a tide of evil, such as has not been seen since the days of Noah and of apostate Israel, is sweeping over the world. Nobility of soul, gentleness, piety, are bartered away to gratify the lust for forbidden things. The black record of crime committed for the sake of gain is enough to chill the blood and fill the soul with horror."

PP 49, 50 "In the surroundings of the holy pair was a lesson for all time--that true happiness is found, not in indulgence of pride and luxury, but in communion with God through His created works. If man would give less attention to the artificial, and would cultivate greater simplicity, they would come far nearer to answering the purpose of God in their creation."

PP 51 "They held converse with leaf and flower and tree, gathering from each the secrets of life. With every living creature, from the mighty leviathan that playeth among the waters to the insect most that floats in the sunbeam, Adam was familiar. He had given to each its name, and he was acquainted with the nature and habits of all. God's glory in the heavens, the innumerable worlds in their orderly revolutions, 'the balancing of the clouds', the mysteries of light and sound, of day and night, all were open to the study of our first parents."

"I'm in a mood for mountains
And a dawn that's swift and keen,
Where wild waters join the music
Of the wind and the evergreen."

"Where the sky's a roof of turquoise,
And there's a silence deep and sweet
Yes, I'm in the mood for mountains
But I walk a city street."

--Anonymous

Check List

for locating new schools in as nearly-as-possible ideal locations:

1. Is it a secluded, rural location away from the cities?
2. Is ample land available--2500 acres for a senior college, 1000 acres for a junior college, or 500 acres for an academy?
3. Is it fertile land?
4. Can various crops be raised?
5. Is there a well-distributed rainfall?
6. Is there an abundance of water?
7. Is there good drainage?
8. Is the climate good?
9. Are there beautiful views?
10. Are there good, natural boundaries?
11. Is there a good all-weather road to the site?
12. Is there level land for buildings?
13. Are marketing prospects good for the products of agriculture and other school industries?
14. Is ample electricity available?
15. Are forest products available?
16. Is there an attractive approach to the land?
17. Is the area peaceful?
18. Is the price reasonable?
19. Can a clear title be obtained?
20. Is it a disaster area?
21. Is the location convenient?
22. Can mineral rights be secured?
23. Is the area healthful?
24. Are recreational areas available in the vicinity?
25. Are zoning laws a present or future problem?

26. Are there good government relations?
27. Is a place for an airstrip assured?
28. Is there any danger of urbanization?
29. Is there a present or future smog problem?
30. Are noxious weeds a problem?
31. Can a sewer system be installed?
32. Does the soil have a low salinity?
33. Are poisonous snakes a serious problem?
34. Are temporary buildings available?
35. Are noxious factory fumes a problem?

UNIT 8. SUMMARY
The Location of our Schools

1. In the quiet, wide-open country, many miles from the temptations of the city
FE 313, 422, 423
2. Where there is ample land for cultivation FE 322
3. Amid the beautiful views and the refining, subduing influences of nature
FE 320, 322; CT 54, 55
4. Not within just a few miles of cities, "yet not so far away that they cannot
be in touch with them to do them good, to let light shine amid the moral darkness"
FE 313
5. For better health for students and teachers
6. For larger and less expensive acreages

OUR EXAMPLE

As Jesus worked in childhood and youth, mind and body developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable. The exercise that teaches the hands to be useful and trains the young to bear their share of life's burdens gives physical strength, and develops every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go out from the home to be useful members of society...

Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when laboring at the carpenter's bench as when working miracles for the multitude. And every youth who follows Christ's example of faithfulness and obedience in His lowly home may claim those words spoken of Him by the Father through the Holy Spirit, "Behold My Servant, whom I uphold; Mine Elect, in whom My soul delighteth." Isaiah 42:1.

--The Desire of Ages,
pp. 72-74

UNIT 9. SCHOOL INDUSTRIES

ED 21 Adam and Eve were to dress and keep the garden.

ED 21 "Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."

ED 33, 34 "The men who held fast God's principles of life dwelt among the fields and hills. They were tillers of the soil, and keepers of flocks and herds; and in this free, independent life, with its opportunities for labor and study and meditation, they learned of God, and taught their children of His works and ways."

ED 37 "What an industrial school was that in the wilderness, having for its instructors Christ and His angels!"

ED 37 In the building of the sanctuary "there was labor for brain and hand".

ED 43 "God provided...the occupation most favorable to development--the care of plants and animals."

ED 47 Students in the Schools of the Prophets "sustained themselves by their own labor in tilling the soil, or in some mechanical employment".

ED 47 "Every youth, whether his parents were rich or poor, was taught some trade."

ED 47 "Even though he was to be educated for holy office, a knowledge of practical life was regarded as essential to the greatest usefulness."

ED 47, 48 "In no small degree they (the Schools of the Prophets) aided in laying the foundation of that marvelous prosperity which distinguished the reigns of David and Solomon."

ED 214 "The youth should be led to see the true dignity of labor. Show them that God is a constant worker."

ED 215 "No man or woman is degraded by honest toil."

ED 218, 219 "Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures--covering as many as possible of the most useful trades--also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment rooms should be provided, and the work in every line should be under the direction of skilled instructors.

"The work should have a definite aim and should be thorough. While every person needs some knowledge of different handicrafts, it is indispensable that he become proficient in at least one. Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.

"Even from the viewpoint of financial results, the outlay required for manual training would prove the truest economy. Multitudes of our boys would thus be kept from the street corner and the groggery; the expenditure for gardens, workshops, and baths would be more than met by the saving on hospitals and reformatories. And the youth themselves, trained to habits of industry, and skilled in lines of useful and productive labor--who can estimate their value to society and to the nation?

"As a relaxation from study, occupations pursued in the open air, and affording exercise for the whole body, are the most beneficial. No line of manual training is of more value than agriculture. A greater effort should be made to create and to encourage an interest in agricultural pursuits. Let the teacher call attention to what the Bible says about agriculture: that it was God's plan for man to till the earth; that the first man, the ruler of the whole world, was given a garden to cultivate; and that many of the world's greatest men, its real nobility, have been tillers of the soil. Show the opportunities in such a life."

ED 219 "He who earns his livelihood by agriculture escapes many temptations and enjoys unnumbered privileges and blessings denied to those whose work lies in the great cities."

ED 219 "There are few who enjoy so real an independence and so great certainty of fair return for their labor as does the tiller of the soil."

ED 219 "In the study of agriculture, let pupils be given not only theory, but practice."

ED 219 "While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use."

ED 219, 220 "Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities."

ED 220 "The benefit of manual training is needed also by professional men. A man may have a brilliant mind...yet he may still be far from possessing a fitness for its duties."

ED 220 "An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill."

ED 220 "The physician" needs "a foundation for his professional knowledge by actual service in the sick-room."

ED 221 "The minister, the missionary, the teacher, will find their influence with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of everyday life."

ED 221 "Often the success, perhaps the very life, of the missionary, depends on his knowledge of practical things."

ED 221 "The ability to prepare food, to deal with accidents and emergencies, to treat disease, to build a house, or a church if need be--often these make all the difference between success or failure in his life-work."

ED 221 "In acquiring an education, many students would gain a most valuable training if they would become self-sustaining."

ED 221 Earning while learning teaches: "the value of money, the value of time,... economy, industry, self-denial, practical business management, steadfastness of purpose."

ED 221 "The lesson of self-help learned by the student would go far toward preserving institutions from the burden of debt."

ED 221 "Let the youth be impressed with the thought that education is not to teach them how to escape life's disagreeable tasks and heavy burdens; that its purpose is to lighten the work by teaching better methods and higher aims."

ED 221, 222 "Teach them that life's true aim is not to secure the greatest possible gain for themselves, but to honor their Maker in doing their part of the world's work, and lending a helpful hand to those weaker or more ignorant."

ED 222 "One great reason why physical toil is looked down upon is the slipshod, unthinking way in which it is performed. It is done from necessity and not from choice. The worker puts no heart into it, and he neither preserves self-respect, nor wins the respect of others. Manual training should correct this error."

ED 222 Manual training "should develop habits of accuracy and thoroughness. Pupils should learn tact and system; they should learn to economize time, and to make every move count. They should not only be taught the best methods, but be inspired with ambition constantly to improve. Let it be their aim to make their work as nearly perfect as human brains and hands can make it."

ED 222 "Such (manual) training will make the youth masters and not slaves of labor."

ED 222 "A youth so trained, whatever his calling in life, so long as it is honest, will make his position one of usefulness and honor."

ED 222 "Those who recognize science in the humblest work will see in it nobility and beauty, and will take pleasure in performing it with faithfulness and efficiency."

ED 247, 248 "Let pupils taste the delights to be found by river or lake or sea; let them climb the hills, gaze on the sunset glory, explore the treasures of wood and field; let them learn the pleasures of cultivating plants and flowers."

ED 248, 249 "Let girls be taught that the art of dressing well includes the ability to make their own clothing."

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

FE 26 Schools to have "various branches of labor"

FE 33 Labor avoids idleness and minimizes temptation.

FE 34 Outdoor labor for ladies urged

FE 35 The wealthy are also to work and learn how to earn a livelihood.

FE 36 Work is important for all, for health and character development.

FE 36 "Why should the wealthy rob themselves and their dear children of this great blessing?"

FE 37 "Exercise in household labor is of the greatest advantage to young girls."

FE 37 Physical labor will balance and stimulate intellectual development.

FE 37 Girls should "engage in active labor".

FE 38 "Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established upon the plan we have mentioned, there would not now be so many unbalanced minds."

FE 41 "Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for practical duties of life."

FE 41 "For young men, there should be establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers. If the youth can have but a one-sided education, which is of greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, the latter. If one must be neglected, let it be the study of books."

FE 42 "Health should be a sufficient inducement to lead them to unite physical with mental labor."

FE 43 "There can be no employment more important than that of housework."

FE 43 "To cook well, to present healthful food upon the table in an inviting manner, requires intelligence and experience."

FE 44 "Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone. And they can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them."

FE 59 "Physical training should occupy an important place in every system of education."

FE 65 "Parents have neglected to train their sons and daughters to the faithful performance of domestic duties."

FE 72, 73 "Every institution of learning should make provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures."

FE 73 "If the youth can have but a one-sided education, which is of the greatest importance, the study of the sciences, with all the disadvantages to health and morals, or a thorough training in practical duties, with sound morals and good physical development? We unhesitatingly say, the latter. But with proper effort, both may, in most cases, be secured."

FE 74 "A knowledge of domestic duties is beyond price to every woman."

FE 75 "Every young lady should be so educated that if called to fill the position of wife and mother, she may preside as a queen in her own domain."

FE 75 "The idea that ignorance of useful employment is an essential characteristic of the true gentleman or lady, is contrary to the design of God in the creation of man."

FE 97 "The pupils of these schools sustained themselves by their own labor as husbandmen and mechanics."

FE 97 "Paul and Aquila earned a livelihood by their labor as tentmakers."

FE 142 "His trade was that of a carpenter." (Speaking of Jesus)

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training."

FE 151 "Jesus, the Son of God, in laboring with His hands at the carpenter's trade, gave an example to all youth....Jesus...contributed His share toward the sustenance of the family."

FE 153-155 Importance of temperance in everything, including work

FE 202 "We should feel the necessity of thorough education in the practical branches of knowledge."

FE 226 "There should be a skillful, thorough cook, that will give ample supplies of substantial dishes to the hungry students."

FE 226 The matron's position is the most important in the college.

FE 227 "Let the students obtain a proper education in the preparation of wholesome, appetizing, solid foods that nourish the system."

FE 228 Disappointment with some schools who were falling away from the pattern in regard to physical education

FE 228 "Diligent study is essential, and diligent hard work. Play is not essential."

FE 229 "Physical labor that is combined with mental taxation for usefulness, is a discipline in practical life, sweetened always by the reflection that it is qualifying and educating the mind and body better to perform the work God designs men shall do in various lines. The more perfectly youth understand how to perform the duties of practical life, the more keen and the more healthful will be their enjoyment day by day in being of use to others."

FE 314 "Industry was a pleasure to Adam and Eve."

FE 314 "We need schools to educate children and youth that they may be masters of labor, and not slaves of labor." (Italics ours)

FE 315 "When the tabernacle was built in the wilderness for the service of God, the work was done under divine direction. God was the designer, the workmen were educated by Him, and they put heart and soul and strength into the work. There was hard labor to be done, and the sturdy mechanic taxes muscle and sinew, manifesting his love to God in the toil for His honor."

FE 315 "There is science in the humblest kind of work, and if all would thus regard it, they would see nobility in labor. Heart and soul are to be put into work of any kind; then there is cheerfulness and efficiency. In agricultural or mechanical occupations men may give evidence to God that they appreciate His gift in the physical powers, and the mental faculties as well. Let the educated ability be employed in devising improved methods of work. This is what the Lord wants. There is honor in any class of work that is essential to be done. Let the law of God be made the standard of action, and it ennobles and sanctifies all labor. Faithfulness in the discharge of every duty makes the work noble, and reveals a character that God can approve."

FE 316 "There is need of intelligence and educated ability to devise the best methods in farming, in building, and in every other department, that the worker may not labor in vain."

FE 316 Make labor efficient. "It takes some persons ten hours to do that which another accomplishes readily in five. Such workmen do not bring tact and method into their labor."

FE 316 "It is the duty of every worker not merely to give his strength but his mind and intellect to that which he undertakes to do."

FE 316 "Some who are engaged in domestic labor are always at work; it is not because they have so much to do, but they do not plan in such a way as to have time."

FE 317 "Schools should be established for the purpose of obtaining not only knowledge from books, but knowledge of practical industry."

FE 317 "Men are needed in different communities to show the people how riches are to be obtained from the soil. The cultivation of land will bring its return."

FE 318 "Men take you to their orchards of oranges and lemons, and other fruits, and tell you that the produce does not pay for the work done in them. It is next to impossible to make ends meet, and parents decide that the children shall not be farmers; they have not the courage and hope to educate them to till the soil."

"What is needed is schools to educate and train the youth so that they will know how to overcome this condition of things. There must be education in the sciences, and education in plans and methods of working the soil. There is hope in the soil, but brain and heart and strength must be brought into the work of tilling it."

FE 318 Let money be spent "in making the land productive, and we shall see a different state of things."

FE 319 "This country need educated farmers."

FE 319 "Much more favorable is the condition of one whose occupation keeps him in the open air, exercising his muscles, while the brain is equally taxed, and all the organs have the privilege of doing their work."

FE 321 "Manual occupation for the youth is essential. The mind is not to be constantly taxes to the neglect of the physical powers."

FE 322 "There should be land for cultivation. The time is not far distant when the laws against Sunday labor will be more stringent, and an effort should be made to secure grounds away from the cities, where fruits and vegetables can be raised."

FE 322 "Agriculture will open resources for self-support, and various other trades also could be learned."

FE 324 "God would be glorified if men from other countries who have acquired an intelligent knowledge of agriculture, would come to this land, and by precept and example teach the people how to cultivate the soil, that it may yield rich treasures. Men are wanted to educate others how to plow, and how to use the implements of agriculture."

FE 325 "Farmers need far more intelligence in their work."

FE 325 "Let the teachers in our schools take their students with them into the gardens and fields and teach them how to work the soil in the very best manner."

FE 346 "When God commanded Moses to do anything, he did it without stopping to consider what the consequences might be. He gave God credit for wisdom to know what He meant and firmness of purpose to mean what He said....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 sanctified to the service of God, enduring the necessary discipline imposed by the Lord without complaining or fainting by the way."

FE 368 "Their domestic education should keep pace with their education in literary lines. In childhood and youth practical and literary training should be combined, and the mind stored with knowledge."

FE 417 "When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as a part of his school duties."

FE 417 "There are many students who object to this kind of work in schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity. Our Lord and Saviour Jesus Christ, who is one with the Father, the Commander in the heavenly courts, was the personal instructor and guide of the children of Israel; and among them it was required that every youth should learn how to work. All were to be educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining, but useful. This was the instruction which God gave to His people."

FE 417 "In His earth-life, Christ was an example to all the human family, and He was obedient and helpful in the home. He learned the carpenter's trade, and worked with His own hands in the little shop in Nazareth. He had lived amid the glories of heaven, but He clothed His divinity with humanity, that He might associate with humanity, and reach hearts through the common avenue of sympathy."

FE 419 "The children of the wealthy should not be deprived of the great blessing of having something to do to increase the strength of brain and muscle. Work is not a curse, but a blessing."

FE 423 "There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention."

FE 512 "Those who go forth from our schools to engage in mission work will have need of an experience in the cultivation of the soil and in other lines of manual labor."

FE 512 "If in our schools the land were more faithfully cultivated, the buildings more disinterestedly cared for by the students, the love of sports and amusements, which causes so much perplexity in our school work, would pass away."

FE 538, 539 "We are to educate the youth to exercise equally the mental and the physical powers. The healthful exercise of the whole being will give an education that is broad and comprehensive. We had stern work to do in Australia in educating parents and youth along these lines; but we persevered in our efforts until the lesson was learned that in order to have an education that was complete, the time of study must be divided between the gaining of book-knowledge and the securing of a knowledge of practical work. Part of each day was spent in useful work, the students learning how to clear the land, how to cultivate the soil, and how to build houses, using time that would otherwise have been spent in playing games and seeking amusement. And the Lord blessed the students who thus devoted their time to acquiring habits of usefulness."

CT 122 "One of the surest safeguards of the young is useful occupation."

CT 127 "Do not neglect to teach your children how to prepare wholesome food. In giving them these lessons in physiology and in good cooking, you are teaching them the first steps in some of the most useful branches of education and inculcating principles which are needful elements in their religious life."

CT 273 ff. A chapter on the dignity of labor

CT 274, 275 A section on manual labor versus games

CT 276 In Israel, "every father was required to see that his sons learned some useful trade".

CT 276 "The greatest men of Israel were trained to industrial pursuits."

CT 276 "The path of toil...is honored by the footprints of the Redeemer."

CT 278 "Judicious labor is a healthful tonic for the human race. It makes the feeble strong, the poor rich, the wretched happy."

CT 280 "Those who look forward to a heaven of inactivity will be disappointed, for the economy of heaven provides no place for the gratification of indolence."

CT 289 "If one must be neglected, let it be the study of books."

CT 307 "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 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, active mind and a noble character."

CT 307, 308 "Students who have gained book knowledge without gaining a knowledge of practical work cannot lay claim to a symmetrical education."

CT 308 "The greatest benefit is not gained from exercise that is taken as play or exercise merely....Let the same amount of energy be given to the performance of useful work, and the benefit will be greater."

CH 495 "The health-food business is to be connected with our school, and we should make provision for it."

CT 310 "Various industries should be carried on in our schools. The industrial instruction given should include the keeping of accounts, carpentry, and all that is comprehended in farming. Preparation should be made for the teaching of blacksmithing, painting, shoemaking, and for cooking, baking, washing, mending, type-writing, and printing. Every power at our command is to be brought into this training work, that students may go forth well equipped for the duties of practical life."

CT 311 "Students should be given a practical education in agriculture."

CT 311 "The training to be obtained in felling trees and in tilling the soil, as well as in literary lines, is the education that our youth should seek to obtain. Agriculture will open resources for self-support. Other lines of work, adapted to different students, may also be carried on. But the cultivation of the land will bring a special blessing to the workers. We should so train the youth that they will love to engage in the cultivation of the soil."

CT 311 "There should be opened to the youth means whereby many may, while attending school, learn the trade of carpentry. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the youth should be taught how to build substantially and economically. Cottages and other buildings essential to the various lines of school work, are to be erected by the students themselves."

CT 312 "Let the students who are engaged in building do their tasks with thoroughness, and let them learn from these tasks lessons that will help in their character building. In order to have perfect characters, they must make their work as perfect as possible."

CT 312 "For the lady students, there are many employments which should be provided, that they may have a comprehensive and practical education. They should be taught dressmaking and gardening. Flowers should be cultivated and strawberries planted. Thus, while being educated in useful labor, they will have healthful outdoor exercise."

CT 312 "Bookbinding and a variety of other trades should be taught, which will not only furnish physical exercise, but will impart valuable knowledge."

CT 312, 313 "The science of cooking is not a small matter. The skillful preparation of food is one of the most essential arts. It should be regarded as among the most valuable of all the arts, because it is so closely connected with the life. Both physical and mental strength depend to a great degree upon the food we eat; therefore the one who prepares the food occupies an important and elevated position."

CT 313 "Both young men and young women should be taught how to cook economically, and to dispense with everything in the line of flesh food. Let no encouragement be given to the preparation of dishes which are composed in any degree of flesh food; for this is pointing to the darkness and ignorance of Egypt, rather than to the purity of health reform."

CT 313 Practical education is important for the missionary.

CT 313 "Missionaries can become educators in teaching how to labor."

CT 315-317 Industrial education is important even if the industries do not pay right from the start.

CT 316 "The account books may show that the school has suffered some financial loss in carrying on industrial work; but if in these lines of work the students have learned lessons that will strengthen their character building, the books of heaven will show a gain far exceeding the financial loss."

CT 519 "In connection with our larger schools there should be provided facilities for giving students thorough instruction regarding gospel medical missionary work. This line of work is to be brought into our colleges and training-schools as a part of the regular instruction. The students should learn how to care for the sick....They are to be taught how to use nature's remedies in the treatment of disease."

CT 534 "The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields."

CT 534 ff. The youth are to be burden-bearers.

CT 545, 546 "It is necessary to their complete education that students be given time to do missionary work--time to become acquainted with the spiritual needs of the families in the community around them. They should not be so loaded down with studies that they have no time to use the knowledge they have acquired."

CT 546 Encourage the "missionary spirit"... "even if it takes some hours from the program of regular study".

CT 547 "They (the students) should do missionary work in the surrounding towns and villages."

CT 550, 551 When persecution comes, use Sunday for missionary work.

CT 552 The school is also a fruitful field for student missionary work.

CT 553 "Every day the student may exert a silent, prayerful influence, and thus co-operate with Christ, the Missionary-in-chief."

1T 684, 685 "It is a religious duty for every Christian girl and woman to learn at once to make good, sweet, light bread from unbolted wheat flour. Mothers should take their daughters into the kitchen with them when very young, and teach them the art of cooking. The mother cannot expect her daughters to understand the mysteries of housekeeping without education. She should instruct them patiently, lovingly, and make the work as agreeable as she can by her cheerful countenance and encouraging words of approval. If they fail once, twice, or thrice, censure not. Already discouragement is doing its work and tempting them to say: 'It is of no use; I can't do it.' This is not the time for censure. The will is becoming weakened. It needs the spur of encouraging, cheerful, hopeful words, as: 'Never mind the mistakes you have made. You are but a learner and must expect to make blunders. Try again. Put your mind on what you are doing. Be very careful, and you will certainly succeed.' "

3T 155 "Labor is a blessing. It is impossible for us to enjoy health without labor. All the faculties should be called into use that they may be properly developed, and that men and women may have well-balanced minds. If the young had been given a thorough education in the different branches of labor, if they had been taught labor as well as the sciences, their education would have been of greater advantage to them."

6T 179, 180 "Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools, This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. Our youth need an education in felling trees and tilling the soil as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work and should work with them. Thus the teachers themselves will learn to carry responsibilities as burden-bearers. Proper students also should in this way be educated to bear responsibilities and to be laborers together with the teachers. All should counsel together as to the very best methods of carrying on the work.

"Time is too short now to accomplish that which might have been done in past generations. But even in these last days we can do much to correct the existing evils in the education of youth. And because time is short, we should be in earnest, and work zealously to give the young an education consistent with our faith. We are reformers. We desire that our children should study to the best advantage. In order to do this, employment should be given them which will call into exercise the muscles. Daily, systematic labor should constitute a part of the education of youth even at this late period. Much can now be gained in this way. In following this plan the students will realize elasticity of spirit and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone. And thus they can leave school with constitutions unimpaired and with strength and courage to persevere in any position where the providence of God may place them."

6T 176 "Because difficulties arise, we are not to drop the industries that have been taken hold of as branches of education. While attending school, the youth should have an opportunity for learning the use of tools. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should erect buildings on the school grounds and make needed improvements, thus by practical lessons learning how to build economically. The students should also be trained to manage all the different kinds of work connected with printing, such as type-setting, press-work, and book-binding, together with tent-making and other useful lines of work. Small fruits should be planted, and vegetables and flowers cultivated, and this work the lady students may be called out of doors to do. Thus while exercising brain, bone, and muscle, they will also be gaining a knowledge of practical life."

6T 176, 177 "Culture on all these points will make our youth useful in carrying the truth to foreign countries....Missionaries will be much more influential among the people if they are able to teach the inexperienced how to labor according to the best methods and to produce the best results. They will thus be able to demonstrate that missionaries can become industrial educators....Students in the industrial departments, whether they are employed in domestic work, in cultivating the ground, or in other ways, should have time and opportunity given them to tell the practical spiritual lessons they have learned in connection with the work.

"To expend money in additional buildings when a school is already deeply in debt, is not in accordance with God's plan. Had the money which our larger schools have used in expensive buildings been invested in procuring land where students could receive a proper education, so large a number of students would not now be struggling under the weight of increasing debt, and the work of these institutions would be in a more prosperous condition. Had this course been followed, there would have been some grumbling from students, and many objections would have been raised by parents; but the students would have secured an all-round education, which would have prepared them, not only for practical work in various trades, but for a place on the Lord's farm in the earth made new."

6T 178 "It reveals cowardice to move so slowly and uncertainly in the labor line--that line which will give the very best kind of education. Look at nature. There is room within her vast boundaries for schools to be established where grounds can be cleared and land cultivated. This work is essential to the education most favorable to spiritual advancement; for nature's voice is the voice of Christ, teaching us innumerable lessons of love, and power, and submission, and perseverance. Some do not appreciate the value of agricultural work. These should not plan for our schools; for they will hold everything from advancing in right lines. In the past their influence has been a hindrance.

"If the land is cultivated, it will, with the blessing of God, supply our necessities. We are not to be discouraged about temporal things because of apparent failures, not should we be disheartened by delay. We should work the soil cheerfully, hopefully, gratefully, believing that the earth holds in her bosom rich stores for the faithful worker to garner, stores richer than gold or silver. The niggardliness laid to her charge is false witness. With proper, intelligent cultivation the earth will yield its treasures for the benefit of man. The mountains and hills are changing; the earth is waxing old like a garment; but the blessing of God, which spreads a table for His people in the wilderness, will never cease."

6T 182, 183 "We need more teachers and more talent to educate the students in various lines, that many persons may go from this place willing and able to carry to others the knowledge which they have received. Orphan boys and girls are to find a home here. Buildings should be erected for a hospital, and boats should be provided to accomodate the school. A competent farm manager should be employed, also wise, energetic men to act as superintendents of the several industrial enterprises, men who will use their undivided talents in teaching the students how to work.

"Many young people will come to school who desire a training in industrial lines. The industrial instruction should include the keeping of accounts, carpentry, and everything that is comprehended in farming. Preparation should also be made for teaching blacksmithing, painting, shoemaking, cooking, baking, laundering, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go out equipped for the duties of practical life.

"Cottages and buildings essential to the schoolwork are to be erected by the students themselves. These should not be crowded close together, nor located near the school buildings proper. In the management of this work small companies should be formed who, under competent leaders, should be taught to carry a full sense of their responsibility. All these things cannot be accomplished at once, but we are to begin to work in faith."

6T 185 "On several occasions the light has come to me that the land around our school is to be used as the Lord's farm. In a special sense portions of this farm should be highly cultivated. Spread out before me I saw land planted with every kind of fruit tree that will bear fruit in this locality; there were also vegetable gardens, where seeds were sown and cultivated.

"If the managers of this farm and the teachers in the school will receive the Holy Spirit to work with them, they will have wisdom in their management, and God will bless their labors. The care of the trees, the planting and the sowing, and the gathering of the harvest are to be wonderful lessons for all the students. The invisible links which connect the sowing and the reaping are to be studied, and the goodness of God is to be pointed out and appreciated. It is the Lord that gives the virtue and the power to the soil and to the seed. Were it not for the divine agency, combined with human tact and ability, the seed sown would be useless. There is an unseen power constantly at work in man's behalf to feed and to clothe him. The parable of the seed as studied in the daily experience of teacher and student is to reveal that God is at work in nature, and it is to make plain the things of the kingdom of heaven."

6T 186 "The God of nature is perpetually at work. His infinite power works unseen, but manifestations appear in the effects which the work produces. The same God who guides the planets works in the fruit orchard and in the vegetable garden. He never made a thorn, a thistle, or a tare. These are Satan's work, the result of degeneration, introduced by him among the precious things; but it is through God's immediate agency that every bud bursts into blossom."

COL 334 "Let the study of books be combined with useful manual labor, and by faithful endeavor, watchfulness and prayer, secure the wisdom that is from above."

KH 30 "Christ lived the life of a toiler from His earliest years. In His youth He worked with His father at the carpenter's trade, and thus honored all labor. Though He was the King of glory, yet by His practice of following a humble employment He rebuked idleness in every member of the human family, and dignified all labor as noble and Christlike....From childhood He was a pattern of obedience and industry. He was a pleasant sunbeam in the home circle."

MH 193 "Christian farmers can do real missionary work in helping the poor to find homes on the land and in teaching them how to till the soil and make it productive. Teach them how to use the implements of agriculture, how to cultivate various crops, how to plant and care for orchards.

"Many who till the soil fail to secure adequate returns because of their neglect. Their orchards are not properly cared for, the crops are not put in at the right time, and a mere surface work is done in cultivating the soil. Their ill success they charge to the unproductiveness of the land. False witness is often borne in condemning land that, if properly worked, would yield rich returns. The narrow plans, the little strength put forth, the little study as to the best methods call loudly for reform."

Notebook Leaflets, Vol. 1, No. 28 (Ed. No. 4), p. 1 "Success depends wholly upon willing obedience to the will and way of God."

"God has originated and proclaimed the principles on which divine and human agencies are to combine in temporal matters as well as all spiritual achievements. They are to be linked together in all human pursuits, in mechanical and agricultural labor, in mercantile and scientific enterprises. In all lines of work it is necessary that there be co-operation between God and man.

"Man's energy and tact are to be used in connection with the power of God in bringing the gold and silver from the mines, and trees from the forest.

"God desires every human being in our world to be a worker together with Him. This is the lesson we are to learn from all useful employment, making homes in the forest, felling trees to build houses, clearing land for cultivation. God has provided the wood and the land, and to man He has given the work of putting them in such shape that they will be a blessing. In this work man is wholly dependent upon God."

Ibid., p. 2 "God has given man land to be cultivated. But in order that the harvest may be reaped, there must be harmonious action between divine and human agencies. The plow and other implements of labor must be used at the right time. The seed must be sown in its season. Man is not to fail of doing his part. If he is careless and negligent, his unfaithfulness testifies against him. The harvest is proportionate to the energy he has expended."

Ibid., p. 3 "If food were prepared with more simplicity and in less variety, if mothers dressed their children in neat, modest apparel, without striving to meet the demands of fashion, there would be far more well-balanced minds, calm nerves, and sweet tempers. Mothers wear out their nerves by doing needless things, in order to keep pace with fashion. One third of the time now devoted to this work should be spent with their children in the open air, weeding the garden, picking berries, teaching the children to help."

PP 593 As the sons of the prophets "communed with God, and studied His word and His works, wisdom from above was added to their natural endowments".

PP 593 "The pupils of these schools sustained themselves by their own labor in tilling the soil or in some mechanical employment."

PP 601 "Every student should devote a portion of each day to active labor. Thus habits of industry would be formed and a spirit of self-reliance encouraged, while the youth would be shielded from many evil and degrading practices that are so often the result of idleness. And this is all in keeping with the primary object of education; for in encouraging activity, diligence, and purity we are coming into harmony with the Creator."

Many Successful Men Feel That
A Job Should Be Part of Every Boy's Education

Not long ago a group of businessmen got to talking about various jobs they had as "kids" to make a little money after school or during summer vacations. One, now a lawyer, sold newspapers from the time he was twelve until he got out of high school. Another, now a successful advertising agency owner, during summers while he was in high school, worked nights at thirty cents an hour in what is now a General Motors factory. Such were common experiences in the past.

Today supermarkets are barred by law from hiring youngsters to fill baskets and sweep out the place the way they used to do. If "child labor laws" don't keep a "kid" from getting useful work, union pressures or a subtle change in social outlook may.

Nobody wants a return to the exploitation of children in sweatshops, and there are valid opinions among educators that outside work isn't always desirable; it may get in the way of schoolwork, particularly in college. Ask any juvenile judge, though, or the chief of your local police force, and you'll find him a strong believer in regular, useful, paid employment for young people. Psychologists favor work for kids, even pretty young ones, because it gives them self-confidence and teaches them about the world around them.

Drs. O. Spurgeon English and Gerald H. J. Pearson, in their authoritative book, Emotional Problems of Living (W. W. Norton & Co., New York, 1955), not only advocate work, within reason, for children from about eight years on, during the so-called latent period, but believed parents should help their children to learn to work and like it.

Fortunately, despite all our modern devotion to leisure, most folks still believe work is a good thing, not bad--even for youngsters.

Abraham Ribicoff, Secretary of Health, Education, and Welfare, said recently, "We have too many laws that do too much coddling of children. I would say that there's nothing as valuable or as useful as gainful employment for children." Mr. Ribicoff backed up this opinion from his working experience, which began at what is often described as a tender age. Anyway, it was twelve.

Most healthy-minded "kids" nowadays do like to work and are proud of the jobs they get, despite the sneers of professional teen-haters. One lovely young miss, now in college, worked all summer in a bakery; it was fun, she said, and she enjoyed the aroma of doughnuts. Another girl worked in a dry-cleaning establishment, hanging up clothing. It was mostly standing-up work, and boring, but she needed the money and is glad she got the work. Several boys of high-school age "worked around" with contractors and house builders. None was harmed by the experience; all felt they were making progress.

--Saturday Evening Post
October 14, 1961

UNIT 9. SUMMARY
School Industries

The purposes of school industries are:

1. To strengthen the body, mind, and character
2. To provide student self-support
3. To teach better methods of work and inculcate the dignity of labor
4. To teach economy and practical business management
5. To graduate all with a self-supporting trade
6. To avoid idleness and minimize temptation
7. To build national prosperity
8. To develop tact and skill
9. To develop the ability to plan and execute
10. To carry out God's plan for man to till the earth
11. To prepare for independent living
12. To develop habits of accuracy, courage, close observation, diligence, industry, independent thought, and thoroughness
13. To develop practical wisdom, known as common sense
14. To make professional men, ministers, missionaries, doctors, and teachers practical and sympathetic with the world's toilers
15. To provide healthful recreation and relaxation from study
16. To provide income for the school

Promising School Industries

School Industries may be grouped in two categories: Service Industries that primarily carry on the work of the schools and Commercial Industries that primarily provide goods and services for the general public.

The following list gives industries that have been or are being used successfully in one or more specific schools.

Service Industries

Accounting
Automechanics
Baking
Barbershop
Beauty Parlor
Body Work (on cars)
Campus Park
Campus Police
Clinic
Custodial
Food Production
Food Service
Lab Assistance
Laundry
Library
Mail Service
Maintenance
Mimeographing
Painting
Photography
Secretarial
Serving
Store
Teaching Assistance
Tutoring

Commercial Industries

Apiary
Appliance Repair
Automechanics
Baking
Body Work
Broommaking
Building
Clinic
Colportage
Dairy
Field Crops
Food Production
Fruit
Furniture Making
Health Foods
Laundry
Lumbering
Nuts
Printing
Plastic Packaging
Plumbing
Poultry
Printing
Research
Small-Engine Repair
Store
Vegetables
Wiring

UNIT 10. THE SCHOOL PROGRAM

- ED 21 Adam and Eve "were not to be idle".
- ED 33 "The system of education established in Eden centered in the family."
- ED 33 "The family was the school, and the parents were the teachers."
- ED 33 "The education centering in the family was that which prevailed in the days of the patriarchs."
- ED 37 "Even before they left Egypt a temporary organization had been effected, and the people were arranged in companies under appointed leaders."
- ED 38 "Thoroughgoing sanitary regulations were enforced. These were enjoined on the people, not only as necessary to health, but as the condition of retaining among them the presence of the Holy One."
- ED 50 "With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator's plan."
- ED 50 "While there are different degrees of development and different manifestations of His power to meet the wants of men in the different ages, God's work in all time is the same. The Teacher is the same. God's character and His plan are the same."
- ED 111 "Let the children themselves prepare the soil and sow the seed."
- ED 205 "Since the work of building up the body takes place during the hours of rest, it is essential, especially in youth, that sleep should be regular and abundant."
- ED 208 "For the first eight or ten years of a child's life the field or garden is the best schoolroom, the mother the best teacher, nature the best lesson book."
- ED 208 "Children should not be long confined within doors, nor should they be required to apply themselves closely to study until a good foundation has been laid for physical development."
- ED 217 "For every child the first industrial school should be the home."
- ED 219, 220 "Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities."
- ED 265 Life is not to be divided into "the period of learning and the period of doing--of preparation and achievement". They are to go hand in hand.
- ED 283 "In all that concerns the well-being of the child, it should be the effort of parents and teachers to co-operate."

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ED 283 "The teacher's work should supplement that of the parents, but it is not to take its place."

ED 283 "Parents who give this (character) training are not the ones likely to be found criticizing the teacher."

ED 284 "Criticism and censure of the school management encourage insubordination in the children."

ED 284 "If criticism or suggestion in regard to the teacher's work becomes necessary, it should be made to him in private."

ED 284 "Nothing should be said or done to weaken the children's respect for the one upon whom their well-being in so great degree depends."

ED 284, 285 Parents and teachers should counsel together.

ED 285 "From their earliest years children should be led to feel that they are a part of the home firm. Even the little ones should be trained to share in the daily work, and should be made to feel that their help is needed and appreciated."

ED 285 "The older ones should be their parents' assistants, entering into their plans, and sharing their responsibilities and burdens."

ED 285 "Co-operation should be the spirit of the schoolroom."

ED 286 In the schoolroom, "Let the older assist the younger".

FE 19 Classrooms are to be large and well-ventilated.

FE 21, 61, 157 Parents should be the only teachers "till eight or ten years of age".

FE 21, 61, 157 Classrooms, till eight or ten, "should be in the open air".

FE 21, 61, 157 The textbook, till eight or ten, "should be the treasures of nature".

FE 22 "There should be rules regulating their studies to certain hours, and then a portion of their time should be spent in physical labor."

FE 25 Home education is important.

FE 26 Vacations are needed for children.

FE 27 Benches must be comfortable.

FE 29 Simplicity in living is urged.

FE 33 Labor avoids idleness and minimizes temptations.

FE 34 A warning against intellectual education alone

FE 34 Outdoor labor for ladies is urged.

FE 35 The wealthy are also to work and learn how to earn a livelihood.

FE 37, 38 "The education of most youth is a failure. They overstudy, while they neglect that which pertains to practical business life."

FE 41 "If one must be neglected, let it be the study of books."

FE 42 "Unite physical with mental labor."

FE 42 "Moral, intellectual, and physical culture should be combined in order to have well-developed, well-balanced men and women. Some are qualified to exercise greater intellectual strength than others, while others are inclined to love and enjoy physical labor. Both of these classes should seek to improve where they are deficient, that they may present to God their entire being, a living sacrifice, holy and acceptable to Him, which is their reasonable service."

FE 44 "Daily, systematic labor should constitute a part of the education of the youth, even at this late period."

FE 44 "By connecting labor with schools...students...will be able to accomplish more mental labor in a given time than they could by study alone."

FE 44 "They can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them" if they combine work and study.

FE 59 "Physical training should occupy an important place in every system of education."

FE 60 "That the youth may have health and cheerfulness, which are dependent upon normal physical and mental development, care must be given to the proper regulation of study, labor, and amusement."

FE 60 "Their studies should be restricted to a proper number of hours, and then time should be given to active labor in the open air."

FE 61 "The fields and hills--nature's audience chamber--should be the schoolroom for little children. Her treasures should be their textbook. The lessons thus imprinted upon their minds will not be soon forgotten."

FE 64 "Many fathers and mothers err in failing to second the efforts of the faithful teacher."

FE 69, 70 "The efforts of the best teachers must often bear little fruit, if fathers and mothers fail to act their part with faithfulness."

FE 72 "Physical health lies at the very foundation of all the student's ambitions and his hopes. Hence the pre-eminent importance of gaining a knowledge of those laws by which health is secured and preserved. Every youth should learn how to regulate his dietetic habits--what to eat, when to eat, and how to eat. He should learn how many hours to give to study, and how much time to spend in physical exercise. The human body may be compared to nicely adjusted machinery, which needs care to keep it in running order. One part should not be subjected to constant wear and pressure, while another part is rusting from inaction. While the mind is tasked, the muscles also should have their proportion of exercise."

FE 72, 73 "Every institution of learning should make provision for the study and practice of agriculture and the mechanical arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures."

FE 115 "Studies should generally be few and well chosen, and those who attend our colleges are to have a different training from that of the common schools of the day."

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training."

FE 146 "The health cannot be preserved unless some portion of each day is given to muscular exertion in the open air. Stated hours should be devoted to manual labor of some kind, anything which will call into action all parts of the body."

FE 146 "Equalize the taxation of the mental and physical powers, and the mind of the student will be refreshed."

FE 154 "As a rule the labor of the day should not be prolonged into the evening."

FE 164 "The best way to prevent the growth of evil is to preoccupy the soil."

FE 203 The New Zealand and Australia schools are to prepare foreign missionaries, as America cannot supply all.

FE 203 "Not many can go to America to obtain an education; and even if they could go, it might not be best for them, or for the advancement of the work. The Lord would have schools established in this country (Australia) to educate workers, to give character to the work...and to awaken an interest in unbelievers."

FE 253 "Formality, not organization, an evil"

FE 302 "You will be able to do nothing acceptably in your school life without practicing habits of system and order. Haphazard work will bring certain failure."

FE 316 "There is need of intelligence and educated ability to devise the best methods in farming, in building, and in every other department, that the worker may not labor in vain."

FE 316 Make labor efficient. "It takes some persons ten hours to do that which another accomplishes readily in five. Such workmen do not bring tact and method into their labor."

FE 316 "Some who are engaged in domestic labor are always at work; it is not because they have so much to do, but they do not plan in such a way as to have time."

FE 334 "Years pass; and still there is urged upon the students the necessity of more education. This long-drawn-out process, adding and adding more time, more branches, is one of Satan's snares to keep laborers back."

FE 340 "Intemperance in study is a species of intoxication."

FE 344, 345 "Those persons who refuse to move forward until they see every step plainly marked out before them, will never accomplish much; but every man who shows his faith and trust in God by willingly submitting himself to Him, enduring the divine discipline imposed, will become a successful workman for the Master of the vineyard."

FE 346 "When God commanded Moses to do anything, he did it without stopping to consider what the consequences might be. He gave God credit for wisdom to know what He meant and firmness of purpose to mean what He said."

FE 348 "Students must not suppose that every suggestion for them to prolong their studies is in harmony with God's plan."

FE 350 "I would not in any case counsel restriction of the education to which God has set no limit....Through all eternity the chosen of God will be learners. But I would advise restriction in following those methods of education which imperil the soul and defeat the purpose for which time and money are spent....It is a mistake to devote a period of years to the study of one line of book-knowledge."

FE 354, 355 "The thought to be kept before students is that time is short, and that they must make speedy preparation for doing the work that is essential for this time." "The signs of Christ's coming are fast fulfilling."

FE 357 "Understand that I say nothing in these words to depreciate education, but to warn those who are in danger of carrying that which is lawful to unlawful extremes, and of making altogether too much of human education. Rather insist upon the development of precious, Christian experience; for without this, the education of the student will be of no avail."

FE 359 "As long as time shall last, we shall have need of schools. There will always be need for education."

FE 368 "I have written largely in reference to students spending an unreasonably long time in gaining an education; but I hope I shall not be misunderstood in regard to what is essential education. I do not mean that superficial work should be done."

FE 368 "Their domestic education should keep pace with their education in literary lines. In childhood and youth practical and literary training should be combined."

FE 369, 370 "We would not depreciate education in the least, but would counsel that it be carried forward with a full sense of the shortness of time, and the great work that is to be accomplished before the coming of Christ. We would not have the students receive the idea that they can spend many years in acquiring an education. Let them use the education that they can acquire in a reasonable length of time, in carrying forward the work of God."

FE 418 "The time spent in physical exercise is not lost."

FE 418 Useful work is of more value than mere play or other physical exercise.

FE 487 Make graduation exercises simple.

PROGRAM

FE 510 "Especially should the president of a school look carefully after the finances of the institution....The funds of the school are not to be overdrawn."There should be "no carelessness in the expenditure of means. Everything connected with the finances of our schools should be perfectly straight."

FE 511 "Let those in charge of a school find out each month the true financial standing of the school."

FE 531 "There are schools to be established in foreign countries and in our own country. We must learn from God how to manage these schools."

FE 538 In Australia "part of each day was spent in useful work, the students learning how to clear the land, how to cultivate the soil, and how to build houses, using time that would otherwise have been spent in playing games and seeking amusement."

CT 173 ff. A chapter on church schools

CT 175 "No person of an inferior or narrow cast of mind should be placed in charge of one of these schools. Do not place over the children young, inexperienced teachers who have no managing ability; for their efforts will tend to disorganization. Order is heaven's first law, and every school should in this respect be a model of heaven."

CT 200 "Much of the success of a church school depends upon the teacher chosen. The one placed in charge of a school should be of suitable age; and where the number of students is large enough, assistants should be chosen from among the older ones. Thus the students will gain an experience of great value."

CT 203 ff. A chapter on intermediate schools

CT 283 "Those students who allow their minds to be deeply excited over games, are not in the best condition to receive the instruction, the counsel, the reproof, most essential to them.

"Physical exercise was marked out by the God of wisdom. Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for all our youth."

CT 307 "Useful manual labor is a part of the gospel plan."

CT 307, 308 "Students who have gained book knowledge without gaining a knowledge of practical work, cannot lay claim to a symmetrical education."

CT 308 "Education does not consist in using the brain alone. Physical employment is a part of the training essential for every youth."

CT 308 "The healthful exercise of the whole being will give an education that is broad and comprehensive."

CT 519 "There are decided advantages to be gained by the establishment of a school and a sanitarium in close proximity, that they may be a help one to the other."

CT 534 "The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields.... The knowledge they have obtained in the tilling of the soil and other lines of manual work, and which they carry with them to their fields of labor, will make them a blessing even in heathen lands."

CT 553 Students should organize prayer bands and pray for their teachers and the principal.

6T 191 "All kinds of labor must be connected with our schools. Under wise, judicious, God-fearing directors, the students are to be taught. Every branch of the work is to be conducted in the most thorough and systematic ways that long experience and wisdom can enable us to plan and execute."

COL 344 "A resolute purpose, persistent industry, and careful economy of time, will enable men to acquire knowledge and mental discipline which will qualify them for almost any position of influence and usefulness."

CT 177 "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."

A Program of Industrial Reform

2TT 442 "Because difficulties arise, we are not to drop the industries that have been taken hold of as branches of education. While attending school the youth should have an opportunity for learning the use of tools. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should erect buildings on the school grounds and make needed improvements, thus by practical lessons learning how to build economically. The students should also be trained to manage all the different kinds of work connected with printing, such as typesetting, presswork, and bookbinding, together with tentmaking and other useful lines of work. Small fruits should be planted, and vegetables and flowers cultivated, and this work the lady students may be called out of doors to do. Thus, while exercising brain, bone, and muscle, they will also be gaining a knowledge of practical life.

"Culture on all these points will make our youth useful in carrying the truth to foreign countries. They will not then have to depend upon the people among whom they are living to cook and sew and build for them, nor will it be necessary to spend money to transport men thousands of miles to plan schoolhouses, meetinghouses, and cottages. Missionaries will be much more influential among the people if they are able to teach the inexperienced how to labor according to the best methods and to produce the best results. They will thus be able to demonstrate that missionaries can become industrial educators, and this kind of instruction will be appreciated especially where means are limited."

Order and System

PP 392 "God is a God of order. Everything connected with heaven is in perfect order; subjection and thorough discipline mark the movements of the angelic host. Success can only attend order and harmonious action. God requires order and system in His work now no less than in the days of Israel. All who are working for Him are to labor intelligently, not in a careless, haphazard manner. He would have His work done with faith and exactness, that He may place the seal of His approval upon it."

A Program for Eternity

ED 145 "'What shall it profit a man, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?' Mark 8:36, 37.

"This is a question that demands consideration by every parent, every teacher, every student--by every human being, young or old. No scheme of business or plan of life can be sound or complete that embraces only the brief years of this present life and makes no provision for the unending future. Let the youth be taught to take eternity into their reckoning. Let them be taught to choose the principles and seek the possessions that are enduring--to lay up for themselves that 'treasure in the heavens that faileth not, where no thief approacheth, neither moth corrupteth.' Luke 12:33, R.V."

A Health-Promoting Program

FE 319 "The various trades and occupations have to be learned, and they call into exercise a great variety of mental and physical capabilities; the occupations requiring sedentary habits are the most dangerous, for they take men away from the open air and sunshine, and train one set of faculties, while other organs are becoming weak from inaction. Men carry on their work, perfect in their business, and soon lie down in the grave. Much more favorable is the condition of one whose occupation keeps him in the open air, exercising his muscles, while the brain is equally taxed, and all the organs have the privilege of doing their work. To those who can live outside of the cities, and labor in the open air, beholding the works of the great Master Artist, new scenes are continually unfolding. As they make the book of nature their study, a softening, subduing influence comes over them; for they realize that God's care is over all, from the glorious sun in the heavens to the little brown sparrow or the tiniest insect that has life. The Majesty of heaven has pointed us to these things of God's creation as an evidence of His love."

The Home Program

CT 107 "In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life--lessons of respect, obedience, reverence, self-control. The educational influences of the home are a decided power for good or for evil. They are in many respects silent and gradual, but if exerted on the right side, they become a far-reaching power for truth and righteousness. If the child is not instructed aright here, Satan will educate him through agencies of his choosing. How important, then, is the school in the home!"

CT 107, 108 "In the home school--the first grade--the very best talent should be utilized. Upon all parents there rests the obligation of giving physical, mental, and spiritual instruction. It should be the object of every parent to secure to his child a well-balanced, symmetrical character. This is a work of no small magnitude and importance--a work requiring earnest thought and prayer no less than patient, persevering effort. A right foundation must be laid, a framework, strong and firm, erected, and then day by day the work of building, polishing, perfecting, must go forward."

The Essential Education

FE 531, 532 "There are schools to be established in foreign countries and in our own country. We must learn from God how to manage these schools. They are not to be conducted as many of them have been conducted. Our institutions are to be regarded as God's instrumentalities for the furtherance of His work in the earth. We must look to God for guidance and wisdom; we must plead with Him to teach us how to carry the work solidly. Let us recognize the Lord as our teacher and guide, and then we shall carry the work in correct lines....If we work in harmony, we give God a chance to work for us."

FE 532 "In all our school work we need to have a correct understanding of what the essential education is."

UNIT 10. SUMMARY
The School Program

1. It must be a balanced program for students and teachers.
2. It must provide time for sleep, private devotions, leisurely eating, and recreation.
3. It must provide time for classes, work, and religious services.
4. It must provide cultural cocurricular activities.
5. It must provide for friendly social relations among students and teachers and between the two groups.
6. The program must be efficiently administered, carefully financed, and aim at preparing practical workers for service to God and man.
7. It must be spiritually dynamic to insure eternal life for all.
8. It must focus on the speedy completion of the proclamation of the gospel of salvation in all the world.
9. It must provide vocational guidance, scholastic guidance, and spiritual guidance for all.
10. Much scientific study needs to be given to drawing up a more efficient program for our schools.
11. The ungraded school is recommended.

Our program of Christian education is so comprehensive and includes so much that the 365 days and the twelve months of the year, the seven days of the week, and the twenty-four hours of the day need to be very carefully planned.

Thought could well be given to the modern program of the ungraded school as foreshadowed by the last quotation on the preceding page ending, "The system of confining children rigidly to grades is not wise." CT 177, written 53 years ago! This idea needs to be given careful consideration in the elementary, the secondary, the collegiate, and the graduate schools. Certain progressive elementary schools have adopted the ungraded system. For a report of a successful non-graded secondary school see B. Frank Brown, The Nongraded High School, Prentice-Hall, Englewood Cliffs, N. J., 1963. In the Orient we have virtually carried out the ungraded idea in the collegiate field by not classifying students as freshmen, sophomores, juniors, and seniors, but by simply having students follow the curriculum of their choice and proceed at their own speed--in other words, in harmony with the student's intellectual ability, his finances, and other considerations. (The graduating class is organized during the year of graduation.) In the graduate field, students are already progressing at their own speed so we virtually have an ungraded school there.

In drawing up our program, finding time for everything is a task.

It follows inevitably that opening up the whole afternoon for play and sports is out. Play is not to be ruled out entirely, of course, but we have found it necessary to limit play to an hour a day, usually from five to six p.m. We also should encourage all to join in that play, especially those who have been engaged in sedentary work.

The Registrar must also avoid filling the whole day with class assignments so as to keep open a stretch of time for the work program. Engaging in industrial work at scattered odd hours is inefficient.

Suggested Programs

The following programs have been experimented with in a more or less successful endeavor "to get everything in", including stretches of work time.

- a. Classes have been confined to the morning, keeping the afternoon hours open for work.
- b. Classes have been confined to the afternoon at Mountain View College, opening the morning for work. This unusual arrangement was decided on in that rainy tropical location because the Weather Bureau guaranteed that it would rain only in the afternoon and evening and they have kept their promise.
- c. Loma Linda University, Antioch College, and the Engineering School of the University of Cincinnati have for periods of time alternated classwork and practical work-experience every month, or every five weeks, or every six weeks.
- d. For a period of time, at Japan Missionary College, all classes were Monday, Wednesday, and Friday classes, leaving the other three days of the week open for work. (Vocational classes and practices were slated for the study days to insure exercise, and we had that five o'clock play-hour for all.)

e. An increasing number of schools are running the year round, with the exception of a month or so for a vacation. The present long three-month vacation is not necessary. A four-quarter year will enable some students to finish in three years and others to take a lighter load and get a richer industrial experience while earning more of their way. Students may also drop out the summer quarter if desired. In a word, a four-quarter year has many advantages, including enriched programs and a more efficient industrial program as students are available all year round. Furthermore, the expensive college plant is in use all the time.

Some thought has been given to working science laboratory classes into double periods in the morning or into the evening, now that modern lighting can simulate sunlight.

Among other things, a bit of leisure must be worked into the program for all teachers and students--leisure for spiritual communion, leisure for eating, and leisure for relaxation.

UNIT 11. STUDENT FINANCE

ED 47 "Students in the Schools of the Prophets sustained themselves by their own labor."

ED 47 "Every youth, whether his parents were rich or poor, was taught some trade."

ED 135 "There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance, and purity are the secret of true success. These principles, as set forth in the book of Proverbs, constitute a treasury of practical wisdom."

ED 218 "Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."

ED 221 "In acquiring an education, many students would gain a most valuable training if they would become self-sustaining. Instead of incurring debts, or depending on the self-denial of their parents, let young men and young women depend on themselves. They will thus learn the value of money, the value of time, strength, and opportunities, and will be under far less temptation to indulge idle and spendthrift habits. The lessons of economy, industry, self-denial, practical business management, and steadfastness of purpose, thus mastered, would prove a most important part of their equipment for the battle of life. And the lesson of self-help learned by the student would go far toward preserving institutions of learning from the burden of debt under which so many schools have struggled, and which has done so much toward crippling their usefulness."

ED 238, 239 "In the study of figures the work should be made practical. Let every youth and every child be taught, not merely to solve imaginary problems, but to keep an accurate account of his own income and outgoes. Let him learn the right use of money by using it. Whether supplied by their parents or by their own earnings, let boys and girls learn to select and purchase their own clothing, their books, and other necessities; and by keeping an account of their expenses they will learn, as they could learn in no other way, the value and the use of money. This training will help them to distinguish true economy from niggardliness on the one hand and prodigality on the other. Rightly directed it will encourage habits of benevolence. It will aid the youth in learning to give, not from the mere impulse of the moment, as their feelings are stirred, but regularly and systematically."

FE 35 The wealthy are also to work and learn how to earn a livelihood.

FE 97 "The pupils of these schools (the Schools of the Prophets) sustained themselves by their own labor as husbandmen and mechanics."

FE 97 "Paul and Aquila earned a livelihood by their labor as tentmakers."

FE 151, 152 Teach carefulness in "the expenditure of money".

FE 417 "There are many students who object to this kind of work in the schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity. Our Lord and Saviour Jesus Christ, who is one with the Father, the Commander in the heavenly courts, was the personal instructor and guide of the children of Israel; and among them it was required that every youth should learn how to work. All were to be educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining, but useful. This was the instruction which God gave to His people."

STUDENT FINANCE

FE 423 "There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention. Students should learn to cultivate the land; for this will bring them into close contact with nature."

FE 423 "Employment should be furnished them, and with their study of books should be mingled a training in industrious, frugal habits. Let them learn to appreciate the necessity of helping themselves."

FE 510 "The one standing at the head of a school is to put his undivided interests into the work of making the school just what the Lord designed it to be....

"Especially should the president of a school look carefully after the finances of the institution. He should understand the underlying principles of bookkeeping. He is faithfully to report the use of all moneys passing through his hand for the use of the school. The funds of the school are not to be overdrawn, but every effort is to be made to increase the usefulness of the school. Those entrusted with the financial management of our educational institutions must allow no carelessness in the expenditure of means. Everything connected with the finances of our schools should be perfectly straight."

CT 69, 70 "Those who plead for low tuition should carefully weigh matters on all sides. If students cannot of themselves command sufficient means to pay the actual expense of good and faithful work in their education, is it not better that their parents, their friends, or the churches to which they belong, or large-hearted, benevolent brethren in their conference, should assist them, than that a burden of debt should be brought upon the school? It would be far better to let the many patrons of the institution share the expense, than for the school to run in debt....

"There are persons who would do good service in the Lord's vineyard, but many are too poor to obtain without assistance the education that they require. The churches should feel it a privilege to take a part in defraying the expenses of such....

"If there are some who should have the benefit of the school, but who cannot pay full price for their tuition, let the churches show their liberality by helping them.

"Besides this, in each conference, a fund should be raised to lend to worthy poor students who desire to give themselves to the missionary work; in some cases such students should even receive donations."

5T 556 "The youth should have it plainly set before them that so far as possible they must work to meet their expenses."

6T 208 "Economy should be faithfully studied and conscientiously and diligently practiced."

6T 213 "Many are too poor to obtain without assistance the education that they require. The churches should feel it a privilege to take a part in defraying the expenses of such."

PP 643 "Every student should devote a portion of each day to active labor. Thus habits of industry would be formed, and a spirit of self-reliance encouraged, while the youth would be shielded from many evil and degrading practices that are so often the result of idleness. And this is all in keeping with the primary object of education; for in encouraging activity, diligence, and purity, we are coming into harmony with the Creator."

UNIT 11. SUMMARY Student Finance

1. Students should earn an increasing amount of their way by working while in school. ED 477; FE 97
2. Such work should be graduated from the simple to the more complex, resulting in learning a profitable trade. ED 218
3. A workman is worthy of his hire, so wage rates should be raised as he increases in efficiency. See the accompanying chart for a suggestion as to how to set wages fairly and more objectively. This is the calculation table suggested for Mountain View College in the Philippines where the minimum rate was 35 centavos per hour and the maximum 50. By rating the student on each of 15 important characteristics affecting his work (from .1 to 1.) and adding those figures to the minimum, or basic beginning rate, a fairly objective and fair hour rate appears at the foot of the column. Two or more supervisors should do the rating together to increase fairness. Similar tables can easily be made up for any school. They are easy to make and simple to use. Rates may be reset monthly or quarterly.
4. Teach budgeting and economy of expenditure.
5. Recommend the student-colporteur scholarship plan.
6. Encourage churches and friends of students to provide scholarship help for a portion of the school expenses. CT 69, 70
7. Make labor an integral part of the school program for all students. FE 44, 423
8. Provide unbroken labor time in the program. FE 72, 73, 538
9. Children and youth should begin early to engage in earning while learning. ED 221
10. They should be led to enjoy working by parent-and-teacher participation in their work. ED 219, 220
11. Teach vocational courses related to the work program to develop skills and increase earning power. CT 311
12. Every student, rich or poor, should learn to earn. FE 419
13. Limit play time so as not to interfere with the remunerative labor program.
14. Supervise student labor carefully, using teachers, staff members, and older experienced students.

STUDENT FINANCE

15. Develop money-making industries and many that can at least break even; but it is also admissable to subsidize industries, if necessary, just as instructional departments are subsidized.

16. Encourage students to pay tithe to secure the spiritual and material blessings promised in Malachi 3:8-11.

STUDENT HOUR-RATE CALCULATION TABLE AND EFFICIENCY RATING

Prepared for Mountain View College

Minimum rate--35 centavos

Maximum rate--50 centavos

Student _____

(For explanation, see #3 in summary of this unit.)

		M O N T H											
CHARACTERISTIC		Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
1.	Loyalty and Devotion	.7											
2.	Honesty and Frankness	1.											
3.	Wisdom	.5											
4.	Courtesy and Cheer	.6											
5.	Accomodation-- going the 2nd mile	1.											
6.	Adaptability	.5											
7.	Sense of Responsibility	.4											
8.	Ability to Teach	.2											
9.	Observation	.5											
10.	Leadership	.2											
11.	Regularity	1.											
12.	Punctuality	1.											
13.	Skill-quality	.8											
14.	Skill-quantity	.3											
15.	Overall Industrial Efficiency	.4											
Basic Beginning Rate		35.	35.	35.	35.	35.	35.	35.	35.	35.	35.	35.	35.
The Student's Hour Rate		44.1											
Remarks:													

UNIT 12. CURRICULUM

Definitions of a curriculum:

1. A series of subjects taught
2. Articulated and coherent series of subjects that lead to a definite goal
3. Activities or experiences that pupils have while under the direction of the school

General Principles

ED 13, 14 "The world has had its great teachers, men of giant intellect and extensive research, men whose utterances have stimulated thought and opened to view vast fields of knowledge; and these men have been honored as guides and benefactors of their race; but there is One who stands higher than they. We can trace the line of the world's teachers as far back as human records extend; but the light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world's great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world."

ED 234 "So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower. This is too often neglected. Even among students in the higher schools and colleges, there is great deficiency in knowledge of the common branches of education. Many students devote their time to higher mathematics, when they are incapable of keeping simple accounts. Many study elocution with a view to acquiring the graces of oratory, when they are unable to read in an intelligible and impressive manner. Many who have finished the study of rhetoric fail in the composition and spelling of an ordinary letter.

"A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement."

FE 97 "The chief subjects of study were the law of God with the instructions given to Moses, sacred history, sacred music, and poetry. It was the grand object of all study to learn the will of God and the duties of His people. In the records of sacred history were traced the footsteps of Jehovah. From the events of the past were drawn lessons of instruction for the future."

FE 97 "The Hebrew language was cultivated as the most sacred tongue in the world. A spirit of devotion was cherished. Not only were students taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit. Sanctified intellects brought forth from the treasure house of God things new and old."

FE 108 "The study of the Bible should be made of primary importance; and at the same time there should be a systematic training of the mind and manners that they may learn to approach people in the best possible way."

FE 114 "Our schools are to be educating schools and training schools; and if men and women come forth from them fitted in any sense for the missionary field, they must have impressed upon them the greatness of the work, and that practical godliness must be brought into their daily experience, to be fitted for any place of usefulness in our world, or in the church, or in God's great moral vineyard, now calling for laborers in foreign lands."

FE 256 "The great educating book is the Bible, and yet it is little read or practiced. O that every individual would seek to make of himself all that he could, improving his opportunities to the very best of his ability, purposing to use every power which God has given him, not simply to advance his temporal affairs, but to advance his spiritual interests. O that all might search diligently to know what is truth, to study earnestly that they might have correct language and cultivated voices, that they might present the truth in all its elevated and ennobling beauty. Let no one imagine that he will drift into some position of usefulness. If men would be used to work for God, let them put to the stretch their powers, and concentrate their minds in earnest application."

FE 328 "True education is a grand science; for it is founded on the fear of the Lord, which is the beginning of wisdom."

FE 489 "The youth are to be encouraged to attend our schools, which should become more and more like the schools of the prophets. Our schools have been established by the Lord; and if they are conducted in harmony with His purpose, the youth sent to them will quickly be prepared to engage in various branches of missionary work. Some will be trained to enter the field as missionary nurses, some as canvassers, some as evangelists, some as teachers, and some as gospel ministers."

CT 25, 26 "Is it the Lord's purpose that false principles, false reasoning, and the sophistries of Satan should be kept before the minds of our youth and children? Shall pagan and infidel sentiments be presented to our students as valuable additions to their store of knowledge? The works of the most intellectual skeptic are the works of a mind prostituted to the service of the enemy; and shall those who claim to be reformers, who seek to lead the children and youth in the right way, in the path cast up for the ransomed of the Lord to walk in, imagine that God would have them present to the youth for their study that which will misrepresent His character and place Him in a false light? Shall the sentiments of unbelievers, the expressions of dissolute men, be advocated as worthy of the student's attention, because they are the productions of men whom the world admires as great thinkers? Shall men professing to believe in God gather from these unsanctified authors their expressions and sentiments, and treasure them up as precious jewels to be stored away among the riches of the mind? God forbid!"

CT 44 "Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God. They all need an education, that they may be fitted for usefulness, qualified for places of responsibility in both private and public life."

CT 149 "In childhood and youth practical and literary training should be combined."

CT 173 ff. The work of the church schools

CT 215 "It is a mistake to allow students in our preparatory schools to choose their own studies. This mistake has been made in the past, and as a result students who had not mastered the common branches have sought to climb higher than they were prepared to go."

CT 215, 218 The importance of the common branches, including spelling, writing, speaking, and bookkeeping

CT 216 "Teachers should be careful to give the students what they most need, instead of allowing them to take what studies they choose. They should test the accuracy and knowledge of the students; then they can tell whether they have reached the heights to which they think they have attained."

CT 219 "The instruction which the Lord has sent us, warning students and teachers against spending years of study in school, does not apply to young boys and girls. These need to go through the proper period of thorough discipline and study of the common branches and the Bible, until they have reached an age of more mature and reliable judgment."

CT 397 "As a preparation for Christian work, many think it essential to acquire an extensive knowledge of historical and theological writings. They suppose that this knowledge will be an aid to them in teaching the gospel. But their laborious study of the opinions of men tends to the enfeebling of their ministry rather than to its strengthening."

CT 380 "To a great degree theology, as studied and taught, is but a record of human speculation, serving only to darken 'counsel by words without knowledge' Job 38:2. Too often the motive in accumulating these many books is not so much a desire to obtain food for mind and soul, as it is an ambition to become acquainted with philosophers and theologians, a desire to present Christianity to the people in learned terms and propositions."

CT 388 "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."

CT 411 "None should be allowed to pursue a course of study that will weaken their faith in the truth or in the Lord's power, or diminish their respect for a life of holiness."

CT 444 "The Creator of the heavens and the earth, the Source of all wisdom, is second to none. But supposedly great authors, whose works are used as textbooks for study, are received and glorified, though they have no vital connection with God. By such a study man has been led into forbidden paths. Minds have been wearied to death through unnecessary work in trying to obtain that which is to them as the knowledge which Adam and Eve disobeyed God in obtaining.

"Today young men and women spend years in acquiring an education which is as wood and stubble, to be consumed in the last great conflagration. Upon such an education God places no value. Many students leave school unable to receive the word of God with the reverence and respect which they gave it before they entered. Their faith has been eclipsed in the effort to excel in the various studies. The Bible has not been made a vital matter in their education, but books tainted with infidelity and propagating unsound theories have been placed before them."

CURRICULUM
BIBLE

CT 531 "The blessings of an all-round education will bring success in Christian Missionary work."

MH 395 "True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for the service should be the object of our education."

MH 466 "Our life-work here is a preparation for the life eternal. The education begun here will not be completed in this life; it will be going forward through all eternity--every progressing, never completed. More and more fully will be revealed the wisdom and love of God in the plan of redemption. The Saviour, as He leads His children to the fountains of living waters, will impart rich stores of knowledge. And day by day the wonderful works of God, the evidences of His power in creating and sustaining the universe, will open before the mind in new beauty. In the light that shines from the throne, mysteries will disappear, and the soul will be filled with astonishment at the simplicity of the things that were never before comprehended."

MYP 173 "God requires the training of the mental faculties."

MYP 174 "Let the study of books be combined with useful manual labor, and by faithful endeavor, watchfulness, and prayer, secure the wisdom that is from above. This will give you an all-round education."

Bible

ED 124, 125 "And even greater is the power of the Bible in the development of the spiritual nature. Man, created for fellowship with God, can only in such fellowship find his real life and development. Created to find in God his highest joy, he can find in nothing else that which can quiet the craving of the heart, can satisfy the hunger and thirst of the soul. He who with sincere and teachable spirit studies God's word, seeking to comprehend its truths, will be brought in touch with its Author; and, except by his own choice, there is no limit to the possibilities of his development."

ED 125, 126 "The central theme of the Bible, the theme about which every other in the whole book clusters, is the redemption plan, the restoration in the human soul of the image of God. From the first intimation of hope in the sentence pronounced in Eden to that last glorious promise of the Revelation. 'They shall see His face; and His name shall be in their foreheads', the burden of every book and every passage of the Bible is the unfolding of this wondrous theme--man's uplifting--the power of God, 'which giveth us the victory through our Lord Jesus Christ.' "

ED 126 "The science of redemption is the science of all sciences; the science that is the study of the angels and of all the intelligences of the unfallen worlds; the science that engages the attention of our Lord and Saviour; the science that enters into the purpose brooded in the mind of the Infinite--'kept in silence through times eternal'; the science that will be the study of God's redeemed throughout endless ages. This is the highest study in which it is possible for man to engage. As no other study can, it will quicken the mind and uplift the soul."

ED 190 "The Bible is its own expositor. Scripture is to be compared with scripture. The student should learn to view the word as a whole, and to see the relation of its parts. He should gain a knowledge of its grand central theme, of God's original purpose for the world, of the rise of the great controversy, and of the work of redemption. He should understand the nature of the two principles that are contending for supremacy, and should learn to trace their working through the records of history and prophecy, to the great consummation. He should see how this controversy enters into every phase of human experience; how in every act of life he himself reveals the one or the other of the two antagonistic motives; and how, whether he will or not, he is even now deciding upon which side of the controversy he will be found."

ED 241 "The essence of true politeness is consideration for others."

ED 249 "Beauty of character" is in His sight " 'of great price'."

FE 61 "Well were it for older students, while they labor to acquire the arts and learning of men, to also seek more of the wisdom of God--to learn more of the divine laws, both natural and moral."

FE 129, 130 "An understanding of the revealed will of God, enlarges the mind, expands, elevates, and endows it with new vigor, by bringing its faculties in contact with stupendous truths. If the study of the Scriptures is made a secondary consideration, great loss is sustained. The Bible was for a time excluded from our schools, and Satan found a rich field, in which he worked with marvelous rapidity, and gathered a harvest to his liking."

FE 180 "The themes of redemption are momentous themes, and only those who are spiritually minded can discern their depth and significance. It is our safety, our life, our joy, to dwell upon the truths of the plan of salvation."

FE 231 "The students are to be educated in practical Christianity, and the Bible must be regarded as the highest, the most important textbook."

FE 328 "True education is a grand science; for it is founded on the fear of the Lord, which is the beginning of wisdom."

FE 384 "The word of God is to stand as the highest educating book in our world, and is to be treated with reverential awe."

FE 390 "The word is the great lesson book for the students in our schools."

FE 420 "The children and youth should have the lesson continually before them at home and in school, by precept and example, to be truthful, unselfish, and industrious."

FE 536 "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."

FE 542, 543 "The word of God should have a place--the first place--in every system of education. As an educating power, it is of more value than the writings of all the philosophers of all ages. In its wide range of style and subjects there is something to interest and instruct every mind, to ennoble every interest. The light of revelation shines undimmed into the distant past where human annals cast not a ray of light. There is poetry which has called forth the wonder and admiration of the world. In glowing beauty, in sublime and solemn majesty, in touching pathos, it is unequalled by the most brilliant productions of human genius. There is sound logic and impassioned eloquence. There are portrayed the noble deeds of noble men, examples of private virtue and public honor, lessons of piety and purity.

"There is no position in life, no phase of human experience, for which the Bible does not contain valuable instruction. Ruler and subject, master and servant, buyer and seller, borrower and lender, parent and child, teacher and student--all may here find lessons of priceless worth.

"But above all else, the word of God sets forth the plan of salvation: shows how sinful man may be reconciled to God, and lays down the great principles of truth and duty which should govern our lives, and promises us divine aid in their observance. It reaches beyond this fleeting life, beyond the brief and troubled history of our race. It opens to our view the long vista of eternal ages--ages undarkened by sin, undimmed by sorrow. It teaches us how we may share the habitations of the blessed, and bids us anchor our hopes and fix our affections there."

CT 13 "The divine mind and hand have preserved through the ages the record of creation in its purity."

CT 52 "As an educator, the Holy Scriptures are without a rival. The Bible is the most ancient and the most comprehensive history that men possess. It came fresh from the Fountain of eternal truth, and throughout the ages a divine hand has preserved its purity. It lights up the far-distant past, where human research seeks in vain to penetrate. In God's word only do we behold the power that laid the foundations of the earth, and that stretched out the heavens. Here only do we find an authentic account of the origin of nations. Here only is given a history of our race unsullied by human pride or prejudice."

CT 52, 53 "In the word of God the mind finds subjects for the deepest thought, the loftiest aspirations. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as He speaks with men. Here we behold the Majesty of heaven as He humbled Himself to become our substitute and surety, to cope single-handed with the powers of darkness and to gain the victory in our behalf. A reverent contemplation of such themes as these cannot fail to soften, purify, and enoble the heart, and at the same time to inspire the mind with new strength and vigor."

CT 225, 226 "A good character is a capital of more value than gold or silver. It is unaffected by panics or failures, and in that day when earthly possessions shall be swept away, it will bring rich returns."

CT 338 "Heart education is of far more importance than mere book learning."

CT 389 "The study book of the highest value is that which contains the instruction of Christ, the Teacher of teachers."

CT 396 "When the Bible is made the guide and counselor, it exerts an ennobling influence upon the mind. Its study more than any other will refine and elevate. It will enlarge the mind of the candid student, endowing it with new impulses and fresh vigor. It will give greater efficiency to the faculties by bringing them in contact with grand, far-reaching truths. If the mind becomes dwarfed and inefficient, it is because it is left to deal with commonplace subjects only. Let the Bible be received as the food of the soul, the best and most effectual means of purifying and strengthening the intellect."

CT 433 "God's word is true philosophy, true science."

CT 448 "The Bible contains all that is needful for the saving of the soul, and at the same time it is adapted to strengthen and discipline the mind. Used as a textbook in our schools, it will be found far more effective than any other book in guiding wisely in the affairs of this life, as well as in aiding the soul to climb the ladder that reaches to heaven. The Bible gives the true seeker an advanced mental drill; he comes from the contemplation of divine things with his faculties enriched. Self is humbled, while God and His truth are exalted. It is because men are unacquainted with the truths of the Bible that there is so much lifting up of man, and so little honor given to God."

CT 500 "Ministerial labor should not be entrusted to boys, neither should the work of giving Bible readings be entrusted to young girls, because they offer their services, and are willing to take responsible positions, while they are wanting in religious experience, and lack a thorough education and training."

CT 519 "In connection with our larger schools there should be provided facilities for giving thorough instruction regarding gospel medical missionary work. This line of work is to be brought into our colleges and training schools as a part of the regular instruction. The students should learn how to care for the sick.... They are to be taught how to use nature's remedies in the treatment of disease."

CT 539 "A great injury is often done our young men by permitting them to begin to preach when they have not sufficient knowledge of the Scriptures to present our faith in an intelligent manner."

4T 427 "The precepts and principles of religion are the first steps in the acquisition of knowledge, and lie at the very foundation of true education."

8T 308 "The words of the living God are the highest of all education."

8T 311 "Heart-education is of more importance than the education gained from books."

COL 23 "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."

COL 334 There is a higher training to be obtained through a vital connection with God.

IHP 133 "In the word of God is contained everything essential to the perfecting of the man of God. It is like a treasure house, full of valuable and precious stores, but we do not appreciate its riches nor realize the necessity of equipping ourselves with the treasures of truth. We do not realize the great necessity of searching the Scriptures for ourselves. Many neglect the study of the Word of God in order to pursue some worldly interest or to indulge in some trifling pleasure....Oh, that we might better put off anything of an earthly character than the investigation of the Word of God, which is able to make us wise unto life eternal. 'Given by inspiration of God',...the Book of books has the highest claims to our reverent attention."

IHP 135 "God has given us His Word as a lamp to our feet and a light to our path. Its teachings have a vital bearing on our prosperity in all the relations of life. Even in our temporal affairs it will be a wiser guide than any other counselor....

"The appreciation of the Bible grows with its study. Whichever way the student may turn he will find displayed the infinite wisdom and love of God. To him who is truly converted the Word of God is the joy and consolation of the life. The Spirit of God speaks to him, and his heart becomes like a watered garden.

"There is nothing more calculated to strengthen the intellect than a study of the Bible, 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, that is rarely seen in these times.

"No knowledge is so firm, so consistent, so far reaching, as that obtained from a study of the Word of God. If there were not another book in the wide world, the Word of God, lived out through the grace of Christ, would make man perfect in this world, with a character fitted for the future, immortal life. Those who study the Word, taking it in faith as the truth and receiving it into the character, will be complete in Him who is all in all.

MYP 172 "Those who give themselves to learn the way and will of God are receiving the highest education that is possible for mortals to receive."

MYP 189 "The Bible is to be our light, our educator."

History, Philosophy, Biography, and Geography

ED 146 "As an educator no part of the Bible is of greater value than are its biographies. These biographies differ from all others in that they are absolutely true to life. It is impossible for any finite mind to interpret rightly, in all things, the workings of another. None but He who reads the heart, who discerns the secret springs of motive and action, can with absolute truth delineate character, or give a faithful picture of human life. In God's word alone is found such delineation.

"No truth does the Bible more clearly teach than that what we do is the result of what we are. To a great degree the experiences of life are the fruition of our own thoughts and deeds."

ED 173 "In the annals of human history the growth of nations, the rise and fall of empires, appear as dependent on the will and prowess of man. The shaping of events seems, to a great degree, to be determined by his power, ambition, or caprice. But in the word of God the curtain is drawn aside, and we behold, behind, above, and through all the play and counter-play of human interests and power and passions, the agencies of the all-merciful One, silently, patiently working out the counsels of His own will."

ED 174 "The power exercised by every ruler on the earth is Heaven-imparted; and upon his use of the power thus bestowed, his success depends. To each the word of the divine Watcher is, 'I girded thee, though thou has not known Me'. And to each the words spoken to Nebuchadnezzar of old are the lessons of life: 'Break off thy sins by righteousness, and thine iniquities by showing mercy to the poor; if it may be a lengthening of thy tranquility'."

ED 175 "To understand these things--to understand that 'righteousness exalteth a nation'; to recognize the outworking of these principles in the manifestation of His power who 'removeth kings, and setteth up kings'--this is to understand the philosophy of history."

ED 176, 177 "Every nation that has come upon the stage of action has been permitted to occupy its place on the earth, that it might be seen whether it would fulfill the purpose of 'the Watcher and the Holy One'. Prophecy has traced the rise and fall of the world's great empires--Babylon, Medo-Persia, Greece, and Rome. With each of these, as with nations of lesser power, history repeated itself. Each had its period of test, each failed, its glory faded, its power departed, and its place was occupied by another."

ED 178 "The history of nations that one after another have occupied their allotted time and place, unconsciously witnessing to the truth of which they themselves knew not the meaning, speaks to us. To every nation and to every individual of today God has assigned a place in His great plan. Today men and nations are being measured by the plummet in the hand of Him who makes no mistake. All are by their own choice deciding their destiny, and God is overruling all for the accomplishment of His purposes."

ED 179, 180 "The present is a time of overwhelming interest to all living. Rulers and statesmen, men who occupy positions of trust and authority, thinking men and women of all classes, have their attention fixed upon the events taking place about us. They are watching the strained, restless relations that exist among the nations. They observe the intensity that is taking possession of every earthly element, and they recognize that something great and decisive is about to take place--that the world is on the verge of a stupendous crisis."

ED 180 "The Bible, and the Bible only, gives a correct view of these things. Here are revealed the great final scenes in the history of our world, events that already are casting their shadows before, the sound of their approach causing the earth to tremble, and men's hearts to fail them for fear."

ED 269 "To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond', let them become acquainted with these lands and their peoples. In this line much might be accomplished in our schools."

FE 192 "Philosophy and history are important studies."

CURRICULUM
BIBLE

FE 377 "The Bible is the most wonderful of all histories."

FE 395, 396 "The world is flooded with books on general information, and men apply their minds in searching uninspired histories; but they neglect the most wonderful book that can give them the most correct ideas and ample understanding."

CT 52 "The Bible is the most ancient and the most comprehensive history that men possess."

CT 379, 380 "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 marshalling of the nations for the final conflict of the great controversy.

"Such study will give broad, comprehensive views of life. It will help us to understand something of its relations and dependencies, how wonderfully we are bound together in the great brotherhood of society and nations, and to how great an extent the oppression and degradation of one member means loss to all.

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

CT 388 "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."

CT 421 "The Bible is a history that tells us of the creation of the world, and opens to us past centuries. Without it we should have been left to conjecture and fable in regard to the occurrences of the remote past. It reveals to us the Creator of the heavens and the earth, with the universe that He has brought into being, and it sheds a glorious light over the world to come."

CT 433 "God's word is true philosophy, true science."

CT 453 "The lessons of Bible history should be kept before the youth in our schools, that those who have no love for God and no interest in spiritual things, may become interested, and learn to love the word."

Science

ED 17 "Upon every page of the great volume of His created words may still be traced his handwriting. Nature still speaks of her Creator."

ED 99 "The same power that upholds nature, is working also in man. The same great laws that guide alike the star and the atom, control human life. The laws that govern the heart's action, regulating the flow of the current of life to the body, are the laws of the mighty Intelligence that has the jurisdiction of the soul."

ED 101 "The heavens declare His glory, and the earth is full of His riches."

ED 130 "Akin to the thoery concerning the evolution of the earth is that which attributes to an ascending line of germs, mollusks, and quadrapeds the evolution of man, the crowning glory of the creation.

"When consideration is given to man's opportunities for research; how brief his life; how limited his sphere of action; how restricted his vision; how frequent and how great the errors in his conclusions, especially as concerns the events thought to antedate Bible history; how often the supposed deductions of science are revised or cast aside; with what readiness the assumed period of the earth's development is from time to time increased or diminished by millions of years; and how the theories advanced by different scientists conflict with one another--considering all this, shall we, for the privilege of tracing our descent from germs and mollusks and apes, consent to cast away that statement of Holy Writ, so grand in its simplicity, 'God created man in His own image, in the image of God created He him'? Genesis 1:27. Shall we reject that genealogical record--prouder than any treasured in the courts of kings--'which was the son of Adam, which was the son of God'? Luke 3:38.

"Rightly understood, both the revelations of science and the experiences of life are in harmony with the testimony of Scripture to the constant working of God in nature."

ED 131 "It is not because the mechanism once set in motion continues to act by its own inherent energy that the pulse beats, and breath follows breath. Every breath, every pulsation of the heart, is an evidence of the care of Him in whom we live and move and have our being. From the smallest insect to man, every living creature is daily dependent upon His providence."

ED 134 "The deepest students of science are constrained to recognize in nature the working of infinite power."

ED 227 A warning against evolutionary doctrines

FE 21 "As fast as their minds can comprehend it, the parents should open before them God's book of nature."

FE 186 "A knowledge of science of all kinds is power, and it is in the purpose of God that advanced science shall be taught in our schools as a preparation for the work that is to precede the closing scenes of earth's history."

FE 443 "Every child may gain knowledge as Jesus did, from the works of nature and the pages of God's holy word."

CT 54 "From the solemn roll of the deep-toned thunder and old ocean's ceaseless roar, to the glad songs that make the forests vocal with melody, nature's ten thousand voices speak His praise."

CT 54 "He who placed the pearls in the ocean and the amethyst and chrysolite among the rocks, is a lover of the beautiful."

CT 185 "While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance. God's created works testify to His love and power."

CT 185, 186 "The same creative energy that brought the world into existence is still exerted in upholding the universe and continuing the operations of nature. The hand of God guides the planets in their orderly march through the heavens. It is not because of inherent power that year by year the earth continues her motion round the sun and produces her bounties. The word of God controls the elements. He covers the heavens with clouds, and prepares rain for the earth. He makes the valley fruitful, and 'grass to grow upon the mountains'. Ps. 147:8. It is through His power that vegetation flourishes, that the leaves appear, and the flowers bloom."

CT 187 "In the natural world, God has placed in the hands of the children of men the key to unlock the treasure-house of His word. The unseen is illustrated by the seen; divine wisdom, eternal truth, infinite grace, are understood by the things that God has made."

CT 425, 426 Science and the Bible

CT 465 ff. Medical Studies

CT 474 ff. Medical Students

Physiology, Hygiene, Health, and Physical Education

ED 195 "Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a well-balanced character. Without health, no one can as distinctly understand or as completely fulfill his obligations to himself, to his fellow-beings, or to his Creator. Therefore the health should be as faithfully guarded as the character. A knowledge of physiology and hygiene should be the basis of all educational effort."

ED 196 "Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. The work should be begun by the mother in the home, and should be faithfully carried forward in the school. As the pupils advance in years, instruction in this line should be continued, until they are qualified to care for the house they live in. They should understand the importance of guarding against diseases by preserving the vigor of every organ and should also be taught how to deal with common diseases and accidents. Every school should give instruction in both physiology and hygiene, and, so far as possible, should be provided with facilities for illustrating the structure, use, and care of the body."

ED 197 "The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters should be given much more attention than they ordinarily receive."

ED 199 "The training of the voice has an important place in physical culture."

ED 200 "In the study of hygiene the earnest teacher will improve every opportunity to show the necessity of perfect cleanliness both in personal habits and in all one's surroundings."

ED 200 "The student of physiology should be taught that the object of his study is not merely to gain a knowledge of facts and principles....The great requisite in teaching these principles is to impress the pupil with their importance so that he will conscientiously put them in practice."

ED 202 "The practice of giving instruction on temperance topics in the schools is a move in the right direction. Instruction in this line should be given in every school and in every home. The youth and children should understand the effect of alcohol, tobacco, and other like poisons, in breaking down the body; beclouding the mind, and sensualizing the soul. It should be made plain that no one who uses these things can long possess the full strength of his physical, mental, or moral faculties."

ED 202 "Every student needs to understand the relation between plain living and high thinking. It rests with us individually to decide whether our lives shall be controlled by the mind or by the body. The youth must, each for himself, make the choice that shapes his life; and no pains should be spared that he may understand the forces with which he has to deal, and the influences which mold character and destiny."

ED 203 "Let the student be taught the value of a simple, healthful diet in preventing the desire for unnatural stimulants."

ED 204 "In the study of hygiene, students should be taught the nutrient value of different foods."

ED 206 "The observance of temperance and regularity in all things has a wonderful power. It will do more than circumstances or natural endowments in promoting that sweetness and serenity of disposition which count so much in smoothing life's pathway. At the same time the power of self-control thus acquired will be found one of the most valuable of equipments for grappling successfully with the stern duties and realities that await every human being."

ED 206 "Wisdom's 'ways are ways of pleasantness, and all her paths are peace'. Let every youth in our land, with the possibilities before him of a destiny higher than that of crowned kings, ponder the lesson conveyed in the words of the wise man, 'Blessed art thou, O land, when...thy princes eat in due season, for strength, and not for drunkenness'."

ED 209 "Teach the students that right living depends on right thinking, and physical activity is essential to purity of thought."

FE 26 "The managers and teachers of schools should have been those who understood physiology and who had an interest, not only to educate the youth in the sciences, but to teach them how to preserve health, so that they might use their knowledge to the best account after they had obtained it. There should have been connected with the schools, establishments for carrying on various branches of labor, that the students might have employment, and the necessary exercise out of school hours."

CURRICULUM
SCIENCE

FE 59 "Physical training should occupy an important place in every system of education."

FE 72 "Every youth should learn how to regulate his dietetic habits."

FE 147 "Students should be taught how to breathe, how to read and speak that the strain will not come on the throat and lungs, but on the abdominal muscles."

FE 153 Importance of temperance in everything, including work

FE 159 "Parents should seek to awaken in their children an interest in the study of physiology."

FE 160 "Thousands of children die through ignorance of the laws of their being."

FE 321 "The ignorance of physiology, and a neglect to observe the laws of health, have brought many to the grave who might have lived to labor and study intelligently."

CT 294 "There is an important work to be done in our schools in teaching the youth the principles of health reform."

CT 295 "The importance of caring for the health should be taught as a Bible requirement."

COL 348 "All should have an intelligent knowledge of the human frame, that they may keep their bodies in the condition necessary to do the work of the Lord."

Language

ED 226, 227 "What are the works on which, throughout the most susceptible years of life, the minds of the youth are led to dwell? In the study of language and literature, from what fountains are the youth taught to drink?--From the wells of paganism; from the springs fed by the corruptions of ancient heathendom. They are bidden to study authors, of whom, without dispute, it is declared that they have no regard for the principles of morality."

ED 227 "Besides these there is a multitude of fiction-writers, luring to pleasant dreams in palaces of ease. These writers may not be open to the charge of immorality, yet their work is no less really fraught with evil. It is robbing thousands upon thousands of the time and energy and self-discipline demanded by the stern problems of life."

ED 234 "In every branch of education there are objects to be gained more important than those secured by mere technical knowledge. Take language, for example. More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one's mother-tongue with ease and accuracy; but no training gained through a knowledge of grammatical rules can compare in importance with the study of language from a higher point of view. With this study, to a great degree, is bound up life's weal or woe."

ED 235 "The chief requisite of language is that it be pure and kind and true-- 'whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things'. And if such are the thoughts, such will be the expression.

"The best school for this language-study is the home; but since the work of the home is so often neglected, it devolves on the teacher to aid his pupils in forming right habits of speech."

ED 238 "As with language, so with every other study; it may be so conducted that it will tend to the strengthening and upbuilding of character."

FE 256 "O that all might search diligently to know what is truth, to study earnestly that they might have correct language and cultivated voices, that they might present the truth in all its elevated and ennobling beauty."

FE 383 "Uninspired authors are placed in the hands of children and youth in our schools as lesson books--books from which they are to be educated. They are kept before the youth, taking up their precious time in studying those things which they can never use. Many books have been introduced into the schools which should never have been placed there."

FE 468 "There are times when Greek and Latin scholars are needed. Some must study these languages. This is well. But not all, and not many, should study them. Those who think that a knowledge of Greek and Latin is essential to a higher education, cannot see afar off."

FE 537 "I do not say that there should be no study of the languages. The languages should be studied. Before long there will be a positive necessity for many to leave their homes and go to work among those of other languages; and those who have some knowledge of foreign languages will thereby be able to communicate with those who know not the truth. Some of our people will learn the language in the countries to which they are sent. This is the better way. And there is One who will stand right by the side of the faithful worker to open the understanding and to give wisdom. The Lord can make their work fruitful where men do not know the foreign language. As they go among the people, and present the publications, the Lord will work upon minds, imparting an understanding of the truth. Some who take up the work in foreign fields can teach the word through an interpreter. As the result of faithful effort there will be a harvest gathered, the value of which we do not now understand."

CT 207 "If your students, besides studying God's word, learn no more than how to use correctly the English language in reading, writing, and speaking, a great work will have been accomplished."

CT 208 "A thorough training in the use of the English language is of far more value to a youth than a superficial study of foreign languages, to the neglect of his mother-tongue."

CT 215 Importance of the common branches, including spelling, writing, and speaking

CT 216 "One of the fundamental branches of learning is language study. In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of a thoroughness in these lines. One of the most essential qualifications of a teacher is the ability to speak and read distinctly and forcibly. He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thoughts readily and clearly."

CT 217 "Unless we can clothe our ideas in appropriate language, of what avail is our education?"

CT 217 "The ability to speak plainly and distinctly, in full, round tones, is invaluable in any line of work, and it is indispensable to those who desire to become ministers, evangelists, Bible workers, or canvassers."

CT 218 "To spell correctly, to write a clear, fair hand, and to keep accounts, are necessary accomplishments."

CT 219 "Before attempting to study the higher branches of literary knowledge, be sure that you thoroughly understand the simple rules of English grammar and have learned to read and write and spell correctly. Climb the lower round of the ladder before reaching for the higher rounds.

"Do not spend time in learning that which will be of little use to you in your afterlife. Instead of reaching out for a knowledge of the classics, learn first to speak the English language correctly. Learn how to keep accounts. Gain a knowledge of those lines of study that will help you to be useful wherever you are."

Literature

ED 188 "Many books of no real value, books that are exciting and unhealthful, are recommended, or at least permitted to be used, because of their supposed literary value."

ED 226, 227 Warning against pagan and modern authors who do not uphold truth and principle

ED 227 Warning against "higher criticism"

ED 227 Warning against evolutionary doctrines

FE 92, 93 "Cheap works of fiction do not profit. They impart no real knowledge; they inspire no great and good purpose; they kindle in the heart no desires for purity; they excite no soul hunger for righteousness. On the contrary, they take time which should be given to the practical duties of life and to the service of God--time which should be devoted to prayer, to visiting the sick, caring for the needy, and educating yourself for a useful life. When you commence reading a storybook, how frequently the imagination is so excited that you are betrayed into sin. You disobey your parents, and bring confusion into the domestic circle by neglecting the simple duties devolving upon you. And worse than this, prayer is forgotten, and the Bible is read with indifference or entirely neglected."

FE 93 "Suffer not yourselves to open the lids of a book that is questionable. There is a hellish fascination in the literature of Satan. It is the powerful battery by which he tears down a simple religious faith. Never feel that you are strong enough to read infidel books; for they contain a poison like that of asps. They can do you no good, and will assuredly do you harm....These books are written by men whom Satan employs as his agents; and by this means he designs to confuse the mind, withdraw the affections from God, and rob your Creator of the reverence and gratitude which His works demand."

FE 199, 200 "Science and literature cannot bring into the darkened mind of men the light which the glorious gospel of the Son of God can bring."

FE 407 "The literature placed in our schools, written by infidels and so-called wise men, does not contain the education that students should have. It is not essential that they shall be educated in these lines in order to graduate from these schools to the school which is in heaven."

FE 484 "In our schools science, literature, painting and music, and all that the world's learning can teach are not to be made first."

CT 381 "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 moulded by the evil sentiments of pagan literature, the reading of which is generally regarded as an essential part of the study of these languages."

CT 382 A knowledge of Greek and Latin is needful for some, but it is unnecessary to delve into the corrupt literature of the ancients.

CT 383 "Even fiction which contains no suggestion of impurity, and which may be intended to teach excellent principles, is harmful."

CT 383 "By fostering love for mere amusement, the reading of fiction creates a distaste for life's practical duties."

CT 384 "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?"*

Music and Voice Culture

ED 168 "The value of song as a means of education should never be lost sight of. Let there be singing in the home, of songs that are sweet and pure, and there will be fewer words of censure, and more of cheerfulness and hope and joy. Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another.

"As a part of religious service, singing is as much an act of worship as is prayer. Indeed, many a song is prayer. If the child is taught to realize this, he will think more of the meaning of the words he sings, and will be more susceptible to their power."

*See also section on Standards in Literature, pp. 64-75.

CIRRICULUM
MUSIC AND VOICE

ED 199 "The training of the voice has an important place in physical culture, since it tends to expand and strengthen the lungs, and thus to ward off disease. To insure correct delivery in reading and speaking, see that the abdominal muscles have full play in breathing, and that the respiratory organs are unrestricted. Let the strain come on the muscles of the abdomen, rather than on those of the throat."

FE 97 "The art of sacred melody was diligently cultivated."

FE 214 "If you are defective in manner, in voice, in education, you need not always remain in this condition."

FE 256 "O that all might search diligently...that they might have correct language and cultivated voices."

FE 267 "Instruction is to be constantly given to encourage the children in the formation of correct habits in speech, in voice, in deportment."

FE 416 "A nervous child should not be overtaxed in any direction, and should not learn music until he is physically well developed."

FE 487 "I am glad that Brother Beardslee is training the students, so that they can be singing evangelists."

CT 216 "In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines."

CT 216 "Voice culture should be taught in the reading class; and in other classes the teacher should insist that the students speak distinctly, and use words which express their thoughts clearly and forcibly."

CT 217 "Unless we can clothe our ideas in appropriate language, of what avail is our education?"

CT 217 "The ability to speak plainly and distinctly, in full, round tones, is invaluable in any line of work, and it is indispensable to those who desire to become ministers, evangelists, Bible workers, or canvassers."

CT 217 "Whatever his calling is to be, the student should learn to control the voice."

CT 218 "When voice culture, reading, and spelling take their rightful place in our schools, there will be seen a great change for the better."

CT 238 The importance of correct speech

CT 239, 240 "Ministers and teachers should give special attention to the cultivation of the voice. They should learn to speak, not in a nervous, hurried manner, but with slow, distinct, clear utterance, preserving the music of the voice.

"The Saviour's voice was as music to the ears of those who had been accustomed to the monotonous, spiritless preaching of the scribes and Pharisees."

CT 246 "Let the voices of the followers of Christ be so trained that instead of crowding words together in a thick, indistinct way, their utterance may be clear, forcible, and edifying. Do not let the voice fall after each word, but keep it up so that each sentence will be full and complete."

CT 247 "Those who gain correct ideas on the subject of voice culture will see the necessity of educating and training themselves so that they may honor God and bless others."

CT 547 "There is a power in the ministry of song. Students who have learned to sing sweet gospel songs with melody and distinctness, can do much good as singing evangelists."

COL 335 "The power of speech is a talent that should be diligently cultivated."

Business

ED 137 "That which lies at the foundation of business integrity and of true success is the recognition of God's ownership. The Creator of all things, He is the original proprietor. We are His stewards. All that we have is a trust from Him, to be used according to His direction.

"This is an obligation that rests upon every human being. It has to do with the whole sphere of human activity. Whether we recognize it or not, we are stewards, supplied from God with talents and facilities, and placed in the world to do a work appointed by Him."

ED 238, 239 "Let every youth and every child be taught, not merely to solve imaginary problems, but to keep an accurate account of his own income and outgoes. Let him learn the right use of money by using it."

FE 26 "The student's employment and amusements should have been regulated with reference to physical law, and should have been adapted to preserve to them the healthy tone of all the powers of body and mind. Then a practical knowledge of business could have been obtained while their literary education was being gained."

FE 37, 38 "All the powers of the mind should be called into use and developed, in order for men and women to have well-balanced minds. The world is full of one-sided men and women, who have become such because one set of their faculties was cultivated, while others were dwarfed from inaction. The education of most youth is a failure. They overstudy, while they neglect that which pertains to practical business life."

FE 151, 152 Teach habits of economy in expenditure.

FE 417 "All were to be educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining, but useful. This was the instruction which God gave to His people."

FE 468 "Of many who have received the so-called higher education, God declares, 'Thou art weighed in the balances, and art found wanting'--wanting in a knowledge of practical business, wanting in a knowledge of how to make the best use of time, wanting in a knowledge of how to labor for Jesus."

CT 83, 84 "There should have been connected with the schools, establishments for carrying on various branches of labor, that the students might have employment and the necessary exercise out of school hours. The students' employment and amusements should have been regulated with reference to physical law, and should have been adapted to preserve to them the healthy tone of all powers of body and mind. Then a practical knowledge of business could have been obtained while their literary education was being gained."

CT 218 "A knowledge of bookkeeping should be considered as important as a knowledge of grammar."

CT 218 "It is a matter of great importance that students obtain an education that will fit them for successful business life. We must not be satisfied with the one-sided education given in many schools. The common branches must be thoroughly mastered, and a knowledge of grammar. All who expect to engage in the work of the Lord should learn how to keep accounts. In the world there are many who have made a failure of business and are looked upon as dishonest, who are true at heart, but who have failed to succeed because they did not know how to keep accounts.

"To spell correctly, to write a clear, fair hand, and to keep accounts, are necessary accomplishments. Bookkeeping has strangely dropped out of importance. A thorough preparation in these studies will fit students to stand in positions of trust."

CT 219 "Do not spend time in learning that which will be of little use to you in your afterlife. Instead of reaching out for a knowledge of the classics, learn first to speak the English language correctly. Learn to keep accounts. Gain a knowledge of those lines of study that will help you to be useful wherever you are."

Vocations

ED 111, 112 "No one can succeed in agriculture or gardening without attention to the laws involved. The special needs of every variety of plant must be studied. Different varieties require different soil and cultivation."

ED 214 "The youth should be led to see the true dignity of labor. Show them that God is a constant worker. All things in nature do their allotted work. Action pervades the whole creation, and in order to fulfill our mission we too must be active."

ED 215 "Notwithstanding all that has been said and written concerning the dignity of labor, the feeling prevails that it is degrading. Young men are anxious to become teachers, clerks, merchants, physicians, lawyers, or to occupy some other position that does not require physical toil. Young women shun housework, and seek an education in other lines. These need to learn that no man or woman is degraded by honest toil. That which degrades is idleness and selfish dependence."

ED 216 "Many of the branches of study that consume the student's time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with every-day duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to home-making."

ED 218 "Manual training is deserving of far more attention than it has received."

ED 218 "Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training."

ED 218 "Instruction should be given in agriculture, manufactures--covering as many as possible of the most useful trades--also in household, economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines."

ED 218 "Gardens, workshops, and treatment rooms should be provided, and the work in every line should be under the direction of skilled instructors."

ED 218 "The work should have a definite aim and should be thorough."

ED 218 "Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."

ED 219 "As a relaxation from study, occupations pursued in the open air, and affording exercise for the whole body, are the most beneficial. No line of manual training is of more value than agriculture. A greater effort should be made to create and to encourage an interest in agricultural pursuits. Let the teacher call attention to what the Bible says about agriculture; that it was God's plan for man to till the earth; that the first man, the ruler of the whole world, was given a garden to cultivate; and that many of the world's greatest men, its real nobility, have been tillers of the soil."

ED 219 "In the study of agriculture, let pupils be given not only theory, but practice."

ED 219 "While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use."

ED 219, 220 "Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities."

ED 220 "The benefit of manual training is needed also by professional men. A man may have a brilliant mind; he may be quick to catch ideas; his knowledge and skill may secure admission to his chosen calling; yet he may still be far from possessing a fitness for its duties. An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense."

ED 221 "The minister, the missionary, the teacher, will find their influence with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of everyday life."

ED 221 "Often the success, perhaps the very life, of the missionary depends on his knowledge of practical things."

ED 221 "The ability to prepare food, to deal with accidents and emergencies, to treat disease, to build a house, or a church if need be--often these make all the difference between success and failure in his life-work."

ED 221 "Let the youth be impressed with the thought that education is not to teach them how to escape life's disagreeable tasks and heavy burdens; that its purpose is to lighten the work by teaching better methods and higher aims."

ED 222 "It (manual training) should develop habits of accuracy and thoroughness. Pupils should learn tact and system; they should learn to economize time and to make every move count. They should not only be taught the best methods, but be inspired with ambition constantly to improve. Let it be their aim to make their work as nearly perfect as human brains and hands can make it."

ED 222 "Such training will make the youth masters and not slaves of labor."

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

FE 38 "Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised."

FE 72, 73 "Every institution of learning should make provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures."

FE 202 "We should feel the necessity of thorough education in the practical branches of knowledge."

FE 227 "Let the students obtain a proper education in the preparation of wholesome, appetizing foods that nourish the system."

FE 228 "Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for all our youth."

FE 229 "Physical labor that is combined with mental taxation for usefulness, is a discipline in practical life, sweetened always by the reflection that it is qualifying and educating the mind and body better to perform the work God designs men shall do in various lines."

FE 316 "There is need of intelligence and educated ability to devise the best methods in farming, in building, and in every other department that the worker may not labor in vain."

FE 317 "Schools should be established for the purpose of obtaining not only knowledge from books, but knowledge of practical industry."

FE 317 "Men are needed in different communities to show the people how riches are to be obtained from the soil. The cultivation of the land will bring its return."

FE 318 "There must be education in the sciences, and education in plans and methods of working the soil."

FE 324 "God would be glorified if men from other countries who have acquired an intelligent knowledge of agriculture, would come to this land, and by precept and example teach the people how to cultivate the soil, that it may yield rich treasures. Men are wanted to educate others how to plow, and how to use the implements of agriculture."

FE 417 "When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as part of his school duties."

FE 417 "There are many students who object to this kind of work in the schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity. Our Lord and Saviour Jesus Christ, who is one with the Father, the Commander in the heavenly courts, was the personal instructor and guide of the children of Israel; and among them it was required that every youth should learn how to work. All were to be educated in some business line, that they might possess a knowledge of practical life, and be not only self-sustaining but useful. This was the instruction which God gave to His people."

FE 487 "I am glad that Brother Beardslee is training the students, so that they can be singing evangelists."

FE 489 "The youth are to be encouraged to attend our schools, which should become more and more like the schools of the prophets. Our schools have been established by the Lord; and if they are conducted in harmony with His purpose, the youth sent to them will quickly be prepared to engage in various branches of missionary work. Some will be trained to enter the field as missionary nurses, some as canvassers, some as evangelists, some as teachers, and some as gospel ministers."

CT 208 "The instructors will find it greatly to their advantage to take hold disinterestedly with the students in manual labor, showing them how to work. By co-operating with the youth in this practical way, the teachers can bind the hearts of the students to themselves by cords of sympathy and brotherly love. Christian kindness and sociability are powerful factors in winning the affections of the youth."

CT 247 "It was God's purpose to alleviate by toil the evil brought into the world by man's disobedience. By toil the temptations of Satan might be made ineffectual, and the tide of evil stayed. And though attended with anxiety, weariness, and pain, labor is still a source of happiness and development, and a safeguard against temptation. Its discipline places a check on self-indulgence, and promotes industry, purity, and firmness."

CT 279 "The essential lesson of contented industry in the necessary duties of life, is yet to be learned by many of Christ's followers. It requires more grace, more stern discipline of character, to work for God in the capacity of mechanic, merchant, lawyer, or farmer, carrying the precepts of Christianity into the ordinary business of life, than to labor as an acknowledged missionary in the open field. It requires a strong spiritual nerve to bring religion into the workshop and the business office, sanctifying the details of everyday life, and ordering every transaction according to the standard of God's word."

CT 281 "All the teachers in a school need exercise, a change of employment. God has pointed out what this should be--useful, practical work."

CT 307 "Useful manual labor is a part of the gospel plan. The great Teacher, enshrouded in the pillar of cloud, gave directions to Israel that every youth should be taught some line of useful employment. Therefore it was the custom of the Jews, the wealthy as well as the poorer classes, to teach their sons and daughters some useful trade, so that, should adverse circumstances arise, they would not be dependent upon others, but would be able to provide for their own necessities. They might be instructed in literary lines, but they must also be trained to some craft. This was deemed an indispensable part of their education."

CT 307 "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 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, active mind and a noble character."

CT 309, 310 "In establishing our schools out of the cities, we shall give the students an opportunity to train the muscles to work as well as the brain to think. Students should be taught how to plant, how to gather the harvest, how to build, how to become acceptable missionary workers in practical lines. By their knowledge of useful industries they will often be enabled to break down prejudice; often they will be able to make themselves so useful that the truth will be recommended by the knowledge they possess."

CT 310 "Various industries should be carried on in our schools. The industrial instruction given should include the keeping of accounts, carpentry, and all that is comprehended in farming. Preparation should be made for the teaching of blacksmithing, painting, shoemaking, and for cooking, baking, washing, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go forth well-equipped for the duties of practical life."

CT 311 "Students should be given a practical education in agriculture."

CT 311 "The training to be obtained in felling trees and in tilling the soil, as well as in literary lines, is the education that our youth should seek to obtain. Agriculture will open resources for self-support. Other lines of work, adapted to different students, may also be carried on. But the cultivation of the land will bring a special blessing to the workers. We should so train the youth that they will love to engage in the cultivation of the soil."

CT 311 "There should be opened to the youth means whereby many may, while attending school, learn the trade of carpentry. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the youth should be taught how to build substantially and economically. Cottages and other buildings essential to various lines of schoolwork, are to be erected by the students themselves."

CT 312 "Bookbinding and a variety of other trades should be taught."

CT 387 "A practical training is worth far more than any amount of mere theorizing."

3T 153 "Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments."

3T 153 "If schools had been established upon the plan we have mentioned, there would not be now so many unbalanced minds." (i.e. The work-and-study plan)

6T 179 "Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. Our youth need an education in felling trees and tilling the soil as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work, and should work with them."

MYP 178 "An important phase of education is lacking if the student is not taught how to engage in useful labor."

PP 642 "And now, as in the days of Israel, every youth should be instructed in the duties of practical life."

PP 642, 643 "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."

PP 643 "Every student should devote a portion of each day to active labor. Thus habits of industry would be formed and a spirit of self-reliance encouraged."

Home Economics

ED 38 "The education of the Israelites included all their habits of life. Everything that concerned their well-being was the subject of divine solicitude, and came within the province of divine law. Even in providing their food, God sought their highest good."

ED 195 "Without health no one can distinctly understand or as completely fulfill his obligations to himself, to his fellow beings, or to his Creator. Therefore the health should be as faithfully guarded as the character. A knowledge of physiology and hygiene should be the basis of all educational efforts."

ED 197 "The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters, should be given much more attention than they ordinarily receive."

CURRICULUM
HOME EC

ED 196 Pupils "should understand the importance of guarding against disease by preserving the vigor of every organ and should also be taught how to deal with common diseases and accidents".

ED 204 "In the study of hygiene, students should be taught the nutrient values of different foods."

ED 204 "The relation of diet to intellectual development should be given far more attention than it has received. Mental confusion and dullness are often the result of errors in diet."

ED 216 "It is essential for every youth to have a thorough acquaintance with everyday duties."

ED 216 "Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties."

ED 216 "If need be, a young woman can dispense with the knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to homemaking."

ED 218 "Instruction should be given in agriculture, manufactures,...household economy, healthful cookery, sewing, hygienic dressmaking, treatment of the sick, and kindred lines."

ED 248 "A person's character is judged by his style of dress....Let girls be taught that the art of dressing well includes the ability to make their own clothing."

FE 41 "There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for the practical duties of life."

FE 43 Girls need practical training for home duties.

FE 43 "There can be no employment more important than that of housework. To cook well, to present healthful food upon the table in an inviting manner, requires intelligence and experience."

FE 74 "In institutions of learning, experienced teachers should be employed to instruct young ladies in the mysteries of the kitchen. A knowledge of domestic duties is beyond price to every woman."

FE 75 "It is the right of every daughter of Eve to have a thorough knowledge of household duties, to receive training in every department of domestic labor. Every young lady should be so educated that if called to fill the position of wife and mother, she may preside as a queen in her own domain."

FE 75 "It is her right to obtain such a knowledge of the best methods of treating disease that she can care for her children in sickness, instead of leaving her precious treasures in the hands of stranger nurses and physicians."

FE 160 "Do not neglect to teach your children how to prepare healthful food. In giving them these lessons in physiology and good cooking, you are giving them the first steps in some of the most useful branches of education, and inculcating principles which are needful elements in a religious education."

FE 227 Teachers should "study up on these subjects, and let the students obtain a proper education in the preparation of wholesome, appetizing, solid foods that nourish the system".

CT 289 "There should have been experienced teachers to give lessons to young ladies in the cooking department. Young ladies should have been taught how to cut, make, and mend garments, and thus become educated for the practical duties of life."

CT 294 "The teachers should exert a reformatory influence in the matter of eating, drinking, and dressing, and should encourage their students to practice self-denial and self-control."

CT 312 "In all our schools there should be those who are fitted to teach cooking. Classes for instruction in this subject should be held."

CT 312 "For the lady students there are many employments which should be provided that they may have a comprehensive and practical education. They should be taught dressmaking and gardening. Flowers should be cultivated and strawberries planted. Thus, while being educated in useful labor, they will have healthful outdoor exercise."

CT 312 "Those who are receiving training for service suffer a great loss when they do not gain a knowledge of how to prepare food so that it is both wholesome and palatable."

CT 313 "Both young men and young women should be taught how to cook economically and to dispense with everything in the line of flesh food."

CT 313 "Women especially should learn how to cook....It is a branch of education which has a most direct influence upon health and happiness. There is practical religion in a loaf of good bread."

1T 682 "It is a religious duty for those who cook to learn how to prepare healthful food in different ways, so that it may be eaten with enjoyment. Mothers should teach their children how to cook. What branch of the education of a young lady can be so important as this? The eating has to do with the life....It is highly essential that the art of cookery be considered one of the most important branches of education."

1T 683, 684 "Young ladies should be thoroughly instructed in cooking. Whatever may be their circumstances in life, here is a knowledge which may be put to practical use. It is a branch of education which has the most direct influence upon human life, especially the lives of those held most dear."

1T 687 "Mothers should take their daughters with them into the kitchen, and patiently educate them. Their constitution will be better for such labor; their meditations will be more healthy and elevated at the close of the day."

2T 298 "A wife and mother cannot make home agreeable and happy unless she possesses a love for order, preserves her dignity, and has good government; therefore all who fail on these points should begin at once to educate themselves in this direction, and cultivate the very things wherein is their greatest lack."

2T 373 "It is of vital importance to you to know how to cook. There are more souls lost from poor cooking than you have any idea of....There is more religion in a loaf of good bread than many of you think. There is more religion in good cooking than you have any idea of. We want you to learn what good religion is, and to carry it out in your families."

2T 537 "Do not neglect to teach your children how to cook. In doing so, you impart to them principles which they must have in their religious education. In giving your children lessons in physiology, and teaching them how to cook with simplicity and yet with skill, you are laying the foundation for the most useful branches of education. Skill is required to make good light bread. There is religion in good cooking, and I question the religion of that class who are too ignorant and too careless to learn to cook."

2T 538 "Teach them all the mysteries of cooking. Show them that this is part of their education, and essential for them in order to become Christians."

3T 80 "The highest duty that devolves upon youth is in their own homes, blessing father and mother, brothers and sisters, by affection and true interest. Here they can show self-denial and self-forgetfulness in caring and doing for others. Never will woman be degraded by this work. It is the most sacred, elevated office that she can fill."

3T 158 "There can be no employment more important than that of housework. To cook well, to present healthful food upon the table in an inviting manner, requires intelligence and experience. The one who prepares food that is to be placed in our stomachs, to be converted into blood to nourish the system, occupies a most important and elevated position."

7T 113 "It has been presented to me that men and women of capability were being taught of God how to prepare wholesome, palatable foods in an acceptable manner. ...Teach them to make every improvement that they can in the preparation of food, and encourage them to impart to others what they learn."

MH 185, 186 "The greatest men in Israel were trained to industrial pursuits. A knowledge of the duties pertaining to housewifery was considered essential for every woman. And skill in these duties was regarded as an honor to women of the highest station."

MH 302, 303 "Cooking is no mean science, and it is one of the most essential in practical life. It is a science that all women should learn, and it should be taught in a way to benefit the poorer classes."

UNIT 12. SUMMARY

The Curriculum

1. Carry out the balanced 9-fold program. (See Introduction)
2. Develop mental, physical, and spiritual majors with appropriate minors.
3. Include a work program leading to a trade.
4. Include all required courses.

5. Include vocational courses for all.
6. Omit injurious subjects.
7. Master the common branches.
8. Develop language and speaking ability.
9. Make the curriculum Bible-centered.
10. Include important cocurricular activities.
11. Build vigorous health.
12. Build eternal characters.

BEAUTY IN LITERATURE

"Autumn"

Chilly winds,
Falling leaves,
Misty mornings,
Foggy eves,
Purple sunsets,
Twilights solemn,
Cornstalks standing
In a column,
Rolling furrows,
Farmers clearing,
Cows in stable
Reappearing,
Shadeless orchards,
Bees not humming,

Chickens noisy,
Pigeons drumming,
Flowers sleeping,
Air so hazy,
Things so dim
And strange and mazy.
Birds' notes hushed,
Stillness swelling--
All in eloquence
Is telling
That autumn's here
And winter's
Swiftly coming on.

--M. C. Otto

"Music"

And then a velvet flute note
Fell down pleasantly
Upon the bosom of that harmony--
And sailed and sailed incessantly
As if a petal from a wild rose blown
Had fluttered down upon that pool of tone,
And boat-wise turned on the convex side
And floated down that glassy tide
And clarified and glorified
The solemn places
Where shadows hide.

--Sidney Lanier

Alphabetical List of Studies Recommended

Accounting	ED 29	Reading	ED 47
Agriculture	ED 33, 111	Sanitation	ED 38
Art	ED 41	Science	FE 186
Astronomy	ED 21	Social Studies	ED 269
Baking	CT 310	Sound	ED 21
Bible	ED 17, 169, 180, 185	Speech	FE 267
Biography	ED 269	Spelling	CT 218
Biology	ED 21	Statesmanship	ED 56
Blacksmithing	CT 310	Technical Knowledge	ED 29
Bookbinding	CT 310	Trades	ED 29, 217
Botany	ED 21	Treatments of common	ED 196, FE 75
Building	ED 37	diseases & accidents	147, 149, 150
Business	ED 29, 135	Typewriting	CT 310
Cooking	FE 41, 74, CT 289	Vocal Music	ED 38, 159, 167
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Diet	ED 38, 197, 204		487, 547
Domestic Science	FE 37, 74, ED 216	Vocations	FE 72
Dressmaking	ED 248, FE 41, 75	Voice Culture	FE 97, 147, 214
Economics	ED 37	Zoology	ED 21
Ethics	ED 29, FE 115	Character Development	
Flocks and Herds	ED 33	Benevolence	ED 56
Gardening	ED 20	Courtesy	ED 55, 240,
Geography	ED 269		CT 93
Health	ED 38, 195	Dignity	ED 55
History	ED 47, 238, 269	Faith	ED 47
	FE 192, ED 47, 192	Fidelity	ED 56, 58, 61,
Household Economy	ED 216		114
Human Engineering	ED 66	Leadership	ED 46
Hygiene	ED 196, 200, 204	Obedience	ED 47
Inanimate Creation	ED 21	Prayer	ED 47
Instrumental Music	ED 38	Principles of Dress	ED 246, 248
Language	CT 208, FE 256, 468	Purity	ED 56
Laws of Nature	ED 22	Reading	FE 548
Life of Christ	ED 28	Salesmanship and	
Light	ED 21	Colporteur Ministry	CT 524
Manufacturing	FE 38	Self-discipline	ED 57
Marriage	FE 62, 103, 2T 298	Steadfastness	ED 53
Meteorology	ED 21	Tact	ED 56
Mineralogy	ED 21	Temperance	ED 55
Missions	ED 269	Thoroughness	ED 218
Nature	ED 17, 21, 22	Tithing and Stewardship	ED 44, 138,
Oceanography	ED 21		139
Philosophy	FE 192	Wisdom	ED 56
Physical Training	FE 59	Genetics (Laws of	
Physiography	ED 21	Heredity)	ED 276
Physiology	ED 196, 200	Poultry	ED 245, 246
Plan of Salvation	ED 28, 126, FE 186		
Poetry	ED 47, 159		
Principles of Edu-			
cation	ED 30		
Printing	CT 310		
Psychology	FE 266		

The First of Sciences

CT 19 "A knowledge of true science is power, and it is the purpose of God that this knowledge shall be taught in our schools as a preparation for the work that is to precede the closing scenes of this earth's history. The truth is to be carried to the remotest bounds of earth, through agents trained for the work.

"But while the knowledge of science is power, the knowledge that Jesus came in person to impart is still greater power. The science of salvation is the most important science to be learned in the preparatory school of earth. The wisdom of Solomon is desirable, but the wisdom of Christ is far more desirable and more essential. We cannot reach Christ through a mere intellectual training; but through Him we can reach the highest round of the ladder of intellectual greatness. While the pursuit of knowledge in art, in literature, and in trades should not be discouraged, the student should first secure an experimental knowledge of God and His will.

"The opportunity of learning the science of salvation is placed within the reach of all. By abiding in Christ, by doing His will, by exercising simple faith in His word, even those unlearned in the wisdom of the world may have this knowledge. To the humble, trusting soul the Lord reveals that all true knowledge leads heavenward."

CT 20 "There is a science of Christianity to be mastered--a science as much deeper, broader, higher, than any human science as the heavens are higher than the earth. The mind is to be disciplined, educated, trained; for men are to do service for God in ways that are not in harmony with inborn inclination. Often the training and education of a lifetime must be discarded, that one may become a learner in the school of Christ. The heart must be educated to become steadfast in God. Old and young are to form habits of thought that will enable them to resist temptation. They must learn to look upward. The principles of the word of God--principles that are as high as heaven and that compass eternity--are to be understood in their bearing on daily life. Every act, every word, every thought, is to be in accord with these principles.

"No other science is equal to that which develops in the life of the student the character of God. Those who become followers of Christ find that new motives of action are supplied, new thoughts arise, and new actions must result."

COL 333 "God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers....This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator."

The preceding page represents a big order, but careful planning during the sixteen years of one's schooling can get most of it in.

UNIT 13. GUIDANCE IN A CHRISTIAN SCHOOL

ED 29, 30 "It is his (the teacher's) ambition to inspire them with principles of truth, obedience, honor, integrity, and purity--principles that will make them a positive force for the stability and uplifting of society. He desired them, above all else, to learn life's great lesson of unselfish service."

ED 80 "In every human being He discerned infinite possibilities....Looking up to them with hope, He inspired hope. Meeting them with confidence, He inspired trust."

ED 85 "In the common walks of life there is many a toiler patiently treading the round of his daily tasks, unconscious of latent powers that, roused to action, would place him among the world's great leaders."

ED 88 "Patiently with discriminating love, the Saviour dealt with His impetuous disciple, seeking to check his self-confidence, and to teach him humility, obedience, and trust."

ED 91 "Jesus reproved His disciples, He warned and cautioned them....He takes men as they are, with all their faults and weaknesses, and trains them for His service, if they will be disciplined and taught by Him."

ED 91 As did Jesus, the true Christian teacher "takes men as they are, with all their faults and weaknesses, and trains them for His service".

ED 120 "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."

ED 145 "Let the youth be taught to take eternity into their reckoning."

ED 226 "God's plan of life has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor. In God's plan there is no place for selfish rivalry."

ED 232, 233 "The youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger. With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the lifework, and when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training."

ED 234 "So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit."

ED 238 "As with language, so with every other study; it may be so conducted that it will tend to the strengthening and upbuilding of character."

ED 255 "As a shield from temptation and an inspiration to purity and truth, no other influence can equal the sense of God's presence."

ED 265, 266 Parents are not to choose one child to be educated to the exclusion of the others. All need education even "for the performance of life's ordinary duties".

ED 266 "In many a child whom the parents would pass by, God sees capabilities, far above those revealed by others who are thought to possess great promise."

ED 267 "To do our best in the work that lies nearest, to commit our ways to God, and to watch for the indications of His providence--these are rules that ensure safe guidance in the choice of an occupation."

ED 267 "The specific place appointed us in life is determined by our capabilities. Not all reach the same development or do with equal efficiency the same work. God does not expect the hyssop to attain the proportions of the cedar, or the olive the height of the stately palm. But each should aim just as high as the union of human with divine power makes it possible for him to reach."

ED 267 "Many a man whose talents are adapted for some other calling is ambitious to enter a profession; and he who might have been successful as a farmer, an artisan, or a nurse, fills inadequately the position of a minister, a lawyer, or a physician. There are others, again, who might fill a responsible calling, but who, for want of energy, application, or perseverance, content themselves with an easier place."

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

ED 278 "Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind, and the teacher's example will inspire his pupils with interest in, and respect for, manual labor."

ED 279 "The children and youth under the teacher's care differ widely in disposition, habits, and training. Some have no definite purpose or fixed principles. They need to be awakened to their responsibilities and possibilities. Few children have been rightly trained at home."

ED 280, 281 "Great is the responsibility of those who take upon themselves the guidance of a human soul. The true father and mother count theirs a trust from which they can never be wholly released. The life of the child, from his earliest to his latest day, feels the power of that tie which binds him to the parent's heart; the acts, the words, the very look of the parent, continue to mold the child for good or for evil. The teacher shares this responsibility, and he needs constantly to realize its sacredness, and to keep in view the purpose of his work. He is not merely to accomplish the daily tasks, to please his employers, to maintain the standing of the school; he must consider the highest good of his pupils as individuals, the duties that life will lay upon them, the service it requires, and the preparation demanded. The work he is doing day by day will exert upon his pupils, and through them upon others, an influence that will not cease to extend and strengthen until time shall end. The fruits of his work he must meet in that great day when every word and deed shall be brought in review before God."

ED 285 "In the home training of the youth the principle of co-operation is invaluable. From their earliest years children should be led to feel that they are a part of the home firm."

ED 288 "To direct the child's development without hindering it by undue control should be the study of both parent and teacher."

ED 289 "The will should be guided and molded, but not ignored or crushed. Save the strength of the will; in the battle of life it will be needed."

ED 292 "With the dull pupil he should bear patiently, not censuring his ignorance, but improving every opportunity to give him encouragement. With sensitive, nervous pupils he should deal very tenderly."

ED 293 "Christ's rule should be sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious."

ED 294 "Let the teacher gain the confidence of the tempted one, and by recognizing and developing the good in his character, he can, in many cases, correct the evil without calling attention to it."

ED 295 Let the students "be taught that the true test of character is found in the willingness to bear burdens, to take the hard place, to do the work that needs to be done, though it bring no earthly recognition or reward".

FE 15 "The physical, mental, moral, and religious education of children must have attention."

FE 17 "The severe training of youth, without properly directing them to think and act for themselves as their own capacity and turn of mind will allow, that by this means they may have growth of thought, feelings of self-respect, and confidence in their own ability to perform, will ever produce a class who are weak in mental and moral power."

FE 18 "God never designed that one human mind should be under the complete control of another."

FE 18 "If they would gather the children close to them, and show that they love them, and would manifest an interest in all their efforts, and even in their sports, sometimes even being a child among children, they would make the children very happy, and would gain their love and win their confidence."

FE 19 "In order to exert the right influence, he should have perfect control over himself, and his own heart should be richly imbued with love for his pupils, which will be seen in his looks, words, and acts. He should have firmness of character, and then he can mold the minds of his pupils, as well as instruct them in the sciences."

FE 20 "God wanted the little ones to live and be disciplined, that they might have beautiful characters, and glorify Him in this world, and praise Him in the better world."

FE 22 "There should be rules regulating their studies to certain hours, and then a portion of their time should be spent in physical labor. And if their habits of eating, dressing, and sleeping are in accordance with physical law, they can obtain an education without sacrificing physical and mental health."

FE 32 "A few words of encouragement, or a little help at the right time, may carry them over their trouble and discouragement, and the satisfaction they will derive from seeing the task completed that they undertook, will stimulate them to greater exertion."

FE 37 "The advantages gained by physical labor will balance a person and prevent the mind from being overworked."

FE 51 "Let the followers of Christ make the word of God attractive to the youth. Let your own characters, softened and subdued by the beauties of holiness be a daily, hourly sermon to the youth. Manifest no spirit of grumbling; but win them to holiness of life and obedience to God."

FE 55 "Let them know by your works that you love them, and have a care for their souls."

FE 57 "No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children."

FE 57 "A wise instructor will give special attention to the development of the weaker traits that the child may form a well-balanced, harmonious character."

FE 57 Training up a child in the way that he should go "comprehends the right development of the physical, intellectual, and moral powers."

FE 58 Train pupils "to feel that the power lies in themselves to become men and women of honor and usefulness".

FE 58 "If they would oftener gather the children about them, and manifest an interest in their work, and even in their sports, they would gain the love and confidence of the little ones, and the lesson of respect and obedience would be far more readily learned; for love is the best teacher."

FE 62 "The good of society, as well as the highest interest of the students, demands that they shall not attempt to select a life partner while their own character is yet undeveloped, their judgment immature, and while they are at the same time deprived of parental care and guidance."

FE 66 "Fathers and mothers should carefully and prayerfully study the characters of their children. They should seek to repress and restrain those traits that are too prominent, and to encourage others which may be deficient, thus securing harmonious development."

FE 67 "They should be early accustomed to submission, self-denial, and a regard for others' happiness. They should be taught to subdue the hasty temper, to withhold the passionate word, to manifest unvarying kindness, courtesy, and self-control."

FE 82, 83 All talents are to be developed to the utmost.

FE 90 "The teachers in our schools have a heavy responsibility to bear. They must be in words and character what they wish their students to be--men and women that fear God and work righteousness."

FE 94 "His word is a sure guide; if it is carefully studied, there is no danger of falling under the power of the temptations that surround the youth, and crowd in upon them."

FE 104 In plans for marriage, "take God and your God-fearing parents into your counsel."

FE 119 "He has given us talents, and has made it possible for us to acquire more."

FE 129 "If the truths of the Bible are woven into practical life, they will bring the mind up from its earthliness and debasement."

FE 141 "Our youth need mothers who will teach them from the cradle, to control passion, to deny appetite, and to overcome selfishness. They need line upon line, precept upon precept, here a little and there a little."

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training."

FE 152, 153 "Set a guard over the appetite; teach your children by example as well as by precept to use a simple diet. Teach them to be industrious, not merely busy, but engaged in useful labor. Seek to arouse the moral sensibilities. Teach them that God has claims upon them, even from the early years of childhood. Tell them that there are moral corruptions to be met on every hand, that they need to come to Jesus and give themselves to Him, body and spirit, and that in Him they will find strength to resist every temptation."

FE 155 "Throw about them such influences that they will not seek for street companions, nor think of the haunts of vice except with horror."

FE 156 "Every act of the parents tells on the future of the children."

FE 159 "Parents should seek to awaken in their children an interest in the study of physiology. Youth need to be instructed in regard to their own bodies."

FE 160 "Show them that if they violate the laws of their being, they must pay the penalty by suffering. If you cannot see as rapid improvement as you desire do not be discouraged, but instruct them patiently, and press on until victory is gained."

FE 191 "The Christian youth should be in earnest, trained to bear responsibilities with brave heart and willing hand. He should be ready to encounter the trials of life with patience and fortitude. He should seek to form a character after the model of the divine One, following maxims of worth, confirming himself in habits that will enable him to win the victor's crown."

FE 193 "Let our young men be sober, and ponder the ways of their feet. Let them shun sin because it is destructive in its tendencies and displeasing to God. Let them discern what possibilities are within their reach, and seek God for grace to keep in the paths of righteousness. Let them seek the counsel and guidance of the Lord, that they may spend their lives for His glory in the world."

FE 204 "They should use their God-given talents for the attainment of high scholarship."

FE 213 "Let no one make the mistake of regarding himself as so well educated as to have no more need of studying books or nature. Let everyone improve every opportunity with which in the providence of God he is favored, to acquire all that is possible in revelation or science."

FE 214 "We are to compare our characters with the infallible standard of God's law."

FE 215 "There are thousands today who are unqualified for the work of the ministry, who cannot take a position of sacred trust, and are lost to the cause, because they have failed to value the talents given them of God, and have not cultivated their powers of mind and body, so that they may fill the positions of trust in the Master's work."

FE 216 "It is a perilous mistake to imagine that unless a young man has decided to give himself to the ministry, no special effort is required to fit him for the work of God."

FE 228 "The physical exercise was marked out by the God of wisdom. Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for all our youth."

FE 231 "There is a great demand in all parts of the world for Christian teachers and for medical missionaries."

FE 231 "The youth should be educated by precept and example that they are to be agents for God, messengers of mercy, ready for every good word and work, that they are to be blessings to those who are ready to perish."

FE 231 "The students are to be educated in practical Christianity, and the Bible must be regarded as the highest, the most important textbook."

FE 233 "They should be taught practical, daily religion that will sanctify them in every relation of life, in their homes, in business, in the church, in society."

FE 245 "Let the students remember that to form characters that will stand the test of the judgment, is very serious business. You yourselves are responsible for the kind of character you build."

FE 248 "Set your aim high, and then step by step ascend to reach the standard, even though it may be by painful effort, through self-denial and self-sacrifice."

FE 253 "Formality, pride, and love of display have taken the place of true piety and humble godliness."

FE 260 "Everyone who has to do with educating the younger class of students, should consider that these children are affected by, and feel the impressions of, the atmosphere, whether it be pleasant or unpleasant."

FE 263 "Heaven sees in the child, the undeveloped man or woman, with capabilities and powers that, if correctly guided and developed with heavenly wisdom, will become the human agencies through whom the divine influences can cooperate to be laborers together with God."

FE 266 "There are all kinds of characters to deal with in the children and youth. Their minds are impressible. Anything like a hasty, passionate exhibition on the part of the teacher may cut off her influence for good over the students whom she is having the name of educating."

FE 267 "There is the correct influence to be exerted upon them for their spiritual good. Instruction is to be constantly given to encourage the children in the formation of correct habits in speech, in voice, in deportment."

FE 268 "The instructor must persevere, giving line upon line, precept upon precept, here a little and there a little, in all long-suffering and patience, sympathy and love, binding these children to his heart by the love of Christ revealed in himself."

FE 269 "Let your light shine in good works, in faithful watching and caring for the lambs of the flock, with patience, with tenderness, and the love of Jesus in your own hearts."

FE 271 "Lead the children whom you are instructing in the day and the Sabbath school to Jesus."

FE 275 "Bear in mind, every teacher who takes the responsibility of dealing with human minds, that every soul who is inclined to err and is easily tempted, is the special object for whom Christ is solicitor."

FE 277, 278 "Teachers are to consider that they are not dealing with angels, but human beings with like passions as they themselves have. Characters are not formed in one mold. There is every phase of character received by children as an inheritance. The defects and the virtues in traits of character are thus revealed. Let every instructor take this into consideration."

FE 281 "He that dwelleth in love, dwelleth in God. Give love to them that need it most."

FE 305 "Let the erring one be encouraged to climb step by step, round by round. The effort may be painful to him, but it will be by far the best lesson he has ever learned; for by so doing he will become acquainted with his own weakness, and thus be enabled to avoid in the future the errors of the past."

FE 414 "The first great lesson in all education is to know and understand the will of God."

CT 60 "Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a steppingstone to better and higher things. It is through such experiences that all who have ever made life worth the living have achieved success."

CT 85 "Children should be so trained and educated that they will expect temptations, and calculate to meet difficulties and dangers."

CT 110 Children should be taught to respect and reverence the hour of prayer.

CT 120 "Parents, guard the principles and habits of your children as the apple of the eye."

CT 122 "In the home school the children should be taught how to perform the practical duties of everyday life."

CT 130 "Upon parents rests the responsibility of developing in their children those capabilities which will enable them to do good service for God."

CT 150 "Parents should train their children to be true to God under all circumstances and in all places."

CT 170 "The children who are properly instructed will be witnesses to the truth."

CT 258 "The Christian youth should be trained to bear responsibilities with brave heart and willing hand."

3T 534 "There are many who need our sympathy and advice, but not that advice which implies superiority in the giver and inferiority in the receiver."

4T 328 "The city of God will open its golden gates to receive him who learned while on earth to lean on God for guidance and wisdom, for comfort and hope amid loss and affliction."

5T 31 "The teacher should ever conduct himself as a Christian gentleman. He should ever stand in the attitude of a friend and counselor to his pupils. If all our people--teachers, ministers, and lay members--would cultivate the spirit of Christian courtesy, they would far more readily find access to the hearts of the people; many more would be led to examine and receive the truth. When every teacher shall forget self, and feel a deep interest in the success and prosperity of his pupils, realizing that they are God's property, and that he must render an account for his influence upon their minds and character, then we shall have a school in which angels will love to linger. Jesus will look approvingly upon the work of the teachers, and will send his grace into the hearts of the students."

5T 87 "Your Saviour will guide you into the position best suited to your talents, and where you can be most useful."

5T 243 "They must by constant prayer seek the guidance of the Holy Spirit, which would lead them to love and unity."

7T 44 "One brief day is given you. As if it were your last on earth, work during its hours for the Master. Lay all your plans before God, to be carried out or given up, as His providence shall indicate."

AA 283 "He who will give himself fully to God, will be guided by the divine hand."

COL 173 "Whatever may be our situation, we have a Guide to direct our way; whatever our perplexities, we have a sure Counselor, whatever our sorrow, bereavement, or loneliness, we have a sympathizing Friend."

COL 327 "Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God."

DA 209 "Whatever our position, we are dependent upon God, who holds all destinies in His hands. He has appointed us our work, and has endowed us with faculties and means for that work. So long as we surrender the will to God, and trust in His strength and wisdom, we shall be guided in safe paths, to fulfill our appointed part in His great plan. But the one who depends upon his own wisdom and power is separating himself from God."

DA 250 "Jesus chose unlearned fishermen because they had not been schooled in the traditions and erroneous customs of their time. They were men of native ability, and they were humble and teachable--men whom He could educate for His work. In the common walks of life there is many a man patiently treading the round of daily toil, 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 those dormant faculties. It was such men

that Jesus called to be His collaborators; and He gave them the advantage of association with Himself. Never had the world's great men such a teacher. When the disciples came forth from the Saviour's training, they were no longer ignorant and uncultured. They had become like Him in mind and character, and men took knowledge of them that they had been with Jesus.

"It is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind, and soul with soul. It is only life that can beget life. What privilege, then, was theirs who for three years were in daily contact with that divine life from which has flowed every life-giving impulse that has blessed the world!"

DA 823 "The humblest worker, moved by the Holy Spirit, will touch invisible chords, whose vibrations will ring to the ends of the earth, and make melody through eternal ages."

MH 354, 355 "These youth need a hand stretched out to them in sympathy. Kind words simply spoken, little attentions simply bestowed, will sweep away the clouds of temptation which gather over the soul. The true expression of heaven-born sympathy has power to open the door of hearts that need the fragrance of Christlike words, and the simple, delicate touch of the spirit of Christ's love. If we would show an interest in the youth, invite them to our homes, and surround them with cheering, helpful influences, there are many who would gladly turn their steps into the upward path."

MH 396 "God's word does not repress activity, but guides it aright. God does not bid the youth to be less aspiring. The elements of character that make a man truly successful and honored among men--the irrepressible desire for perseverance--are not to be discouraged. By the grace of God they are to be directed to the attainment of objects as much higher than mere selfish and worldly interests as the heavens are higher than the earth."

MH 479 "Let God plan for you."

UNIT 13. SUMMARY

Guidance in a Christian School

1. Remember there are "infinite possibilities" in all students.
2. Guide all spiritually into a rich Christian experience.
3. Guide vocationally toward the student's life work.
4. Guide scholastically toward fine mental development.
5. Encourage the early discovery of the student's talents and the development of all talents.
6. Guide into a balanced program for vigorous health
7. Emphasize the ideal of service.
8. Commend, but avoid praise and flattery.
9. Prepare the student to be an efficient worker in some phase of the great work of the church--evangelism, medicine, education, publication, and lay work, at home and abroad.

UNIT 14. HEALTH

ED 55 Daniel and his companions' "habits of temperance and their sense of responsibility as representatives of God called to noblest development the powers of body, mind, and soul".

ED 195 "The health should be as faithfully guarded as the character."

ED 195 "Whatever promotes physical health, promotes the development of a strong mind and a well-balanced character."

ED 195 "Without health no one can as distinctly understand or as completely fulfill his obligations to himself, to his fellow beings, or to his Creator."

ED 195 "A knowledge of physiology and hygiene should be the basis of all educational effort."

ED 196 "In the study of physiology, pupils should be led to see the value of physical energy and how it can be so preserved and developed as to contribute in the highest degree to success in life's great struggle."

ED 196 "Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene."

ED 196 The children "should understand the importance of guarding against disease by preserving the vigor of every organ and should also be taught how to deal with common diseases and accidents."

ED 196, 197 "The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or willful violation of these laws is a sin against our Creator."

ED 197 "The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters, should be given much more attention than they ordinarily receive."

ED 197 "A merry (rejoicing) heart doeth good like a medicine." Proverbs 17:22

ED 197, 198 "It is His life that we receive in the sunshine, in the pure, sweet air, in the food which builds up our bodies and sustains our strength."

ED 198 "Among the first things to be aimed at should be a correct position, both in sitting and in standing."

ED 198, 199 "Next in importance to right position are respiration and vocal culture. ...Show how the healthy action of the respiratory organs, assisting the circulation of the blood, invigorates the whole system, excites the appetite, promotes digestion, and induces sound, sweet sleep, thus not only refreshing the body, but soothing and tranquilizing the mind."

ED 199 "An almost endless train of disease results from unhealthful modes of dress, and careful instruction on this point should be given. Impress upon the pupils the danger of allowing the clothing to weigh on the hips or to compress any organ of the body."

ED 200 "In the study of hygiene the earnest teacher will improve every opportunity to show the necessity of perfect cleanliness both in personal habits and in all one's surroundings. The value of the daily bath in promoting health and in stimulating mental action, should be emphasized."

ED 200 "Attention should be given also to sunlight and ventilation, the hygiene of the sleeping room and the kitchen. Teach the pupils that a healthful sleeping room, a thoroughly clean kitchen, and a tastefully arranged, wholesomely supplied table, will go further toward securing the happiness of the family and the regard of every sensible visitor than any amount of expensive furnishing in the drawing room."

ED 201 "Let pupils be impressed with the thought that the body is a temple in which God desires to dwell, that it must be kept pure, the abiding place of high and noble thoughts."

ED 201 Obedience to the laws of health is a privilege and a blessing.

ED 203 "The downfall of many a promising youth might be traced to unnatural appetites created by an unwholesome diet."

ED 203 "Tea and coffee, condiments, confectionery, and pastries are all active causes of indigestion. Flesh food also is harmful."

ED 203 "Those who accustom themselves to a rich, stimulating diet, find after a time that the stomach is not satisfied with simple food."

ED 203 "Let the student be taught the value of a simple, healthful diet in preventing the desire for unnatural stimulants."

ED 204 "The relation of diet to intellectual development should be given far more attention than it has received. Mental confusion and dullness are often the result of errors in diet."

ED 204 "In the study of hygiene, students should be taught the nutrient value of different foods. The effect of a concentrated and stimulating diet, also of foods deficient in the elements of nutrition, should be made plain."

ED 204 "Tea and coffee, fine-flour bread, pickles, coarse vegetables, candies, condiments, and pastries fail of supplying proper nutriment."

ED 204, 205 "Grains, fruits, nuts, and vegetables, in proper combination, contain all the elements of nutrition; and when properly prepared, they constitute the diet that best promotes both physical and mental strength."

ED 205 "Often food that can be eaten freely by persons engaged in physical labor must be avoided by those whose work is chiefly mental."

ED 205 "Attention should be given also to the proper combination of foods. By brain workers and others of sedentary pursuits, but few kinds should be taken at a meal."

ED 205 "And overeating, even of the most wholesome food, is to be guarded against. ...Many a student is supposed to have broken down from overstudy, when the real cause was overeating."

ED 205 "In most cases two meals a day are preferable to three."

ED 205 "The importance of regularity in the time for eating and sleeping should not be overlooked."

ED 206 "So far as possible we should avoid hurried eating. The shorter the time for a meal, the less should be eaten. It is better to omit a meal than to eat without proper mastication."

ED 206 "Mealtime should be a season for social intercourse and refreshment. Everything that can burden or irritate should be banished."

ED 207 "The whole body is designed for action; and unless the physical powers are kept in health by active exercise, the mental powers cannot long be used to their highest capacity."

ED 208 "They might have come from school with increased physical as well as mental strength, had they pursued their studies under proper conditions with regular exercise in the sunlight and open air."

ED 208 "Health should be regarded as of greater importance than a knowledge of books."

ED 208, 209 "The student who with limited time and means is struggling to gain an education should realize that time spent in physical exercise is not lost."

ED 209 "Those who give proper attention to physical development will make greater advancement in literary lines than they would if their entire time were devoted to study."

ED 209 "Physical inaction lessens not only mental but moral power."

ED 210, 211 "The question of suitable recreation for their pupils is one that teachers often find perplexing. Gymnastic exercises fill a useful place in many schools; but without careful supervision they are often carried to excess. In the gymnasium many youth, by their attempted feats of strength, have done themselves lifelong injury.

"Exercise in a gymnasium, however well conducted, cannot supply the place of recreation in the open air, and for this our schools should afford better opportunity. Vigorous exercise the pupils must have. Few evils are more to be dreaded than indolence and aimlessness. Yet the tendency of most athletic sports is a subject of anxious thought to those who have at heart the well-being of the youth. Teachers are troubled as they consider the influence of these sports both on the student's progress in school and on his success in afterlife. The games that occupy so much of his time are diverting the mind from study. They are not helping to prepare the youth for practical, earnest work in life. Their influence does not tend toward refinement, generosity, or real manliness.

"Some of the most popular amusements, such as football and boxing, have become schools of brutality. They are developing the same characteristics as did the games of ancient Rome. The love of domination, the pride in mere brute force, the reckless disregard of life, are exerting upon the youth a power to demoralize that is appalling.

"Other athletic games, though not so brutalizing, are scarcely less objectionable because of the excess to which they are carried. They stimulate the love of pleasure and excitement, thus fostering a distaste for useful labor, a disposition to shun practical duties and responsibilities. They tend to destroy a relish for life's sober realities and its tranquil enjoyments. Thus the door is opened to dissipation and lawlessness, with their terrible results."

ED 213 "Attention to recreation and physical culture will at times, no doubt, interrupt the regular routine of school work; but the interruption will prove no real hindrance. In the invigoration of mind and body, the fostering of an unselfish spirit, and the binding of pupil and teacher by the ties of common interest and friendly association, the expenditure of time and effort will be repaid a hundredfold."

ED 216 "To the health and happiness of the whole family nothing is more vital than skill and intelligence on the part of the cook."

ED 219 "As a relaxation from study, occupations pursued in the open air, and affording exercise for the whole body, are the most beneficial."

ED 219, 220 "Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation, thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities."

ED 248 "Lead the youth to see that in dress, as in diet, plain living is indispensable to high thinking."

ED 248 "In dress, as in all things else, it is our privilege to honor our Creator. He desires our clothing to be not only neat and healthful, but appropriate and becoming."

ED 277 "The teacher is in great degree dependent upon physical vigor."

ED 277 "So wearing are his (the teacher's) responsibilities that special effort on his part is required to preserve vigor and freshness."

ED 277 "He needs to keep the heart pure and sweet and trustful and sympathetic."

ED 277 "In order to be always firm and calm and cheerful, he must preserve the strength of brain and nerve."

ED 278 "Since in his work quality is so much more important than quantity, he should guard against overlabor--against attempting too much in his own line of duty; against accepting other responsibilities that would unfit him for his work."

ED 278 "Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind; and the teacher's example will inspire his pupils with interest in, and respect for, manual labor."

ED 278 "With (the teacher's) physical health and uprightness of character should be combined high literary qualifications."

ED 278 The teacher should guard "against engaging in amusements and social pleasures that are exhausting rather than recuperative".

FE 20 "Parents and teachers, in taking the responsibility of training these children, do not feel their accountability before God to become acquainted with they physical organism, that they may treat the bodies of their children and pupils in a manner to preserve life and health."

FE 20 "To become acquainted with the wonderful human organism, the bones, muscles, stomach, liver, bowels, heart, and pores of the skin, and to understand the dependence of one organ upon another for healthful action of all, is a study in which most mothers take no interest."

FE 22 To combine education and health one must regulate the "habits of eating, dressing, and sleeping".

FE 21, 22 "In order for children and youth to have health...they should be much in the open air, and have well-regulated employment and amusement....The exercise of the brain in study, without corresponding physical exercise, has a tendency to attract the blood to the brain, and the circulation of the blood through the system becomes unbalanced."

FE 22 "There should be rules regulating their studies to certain hours, and then a portion of their time should be spent in physical labor."

FE 25 "The desires of children are gratified at the expense of health and happy tempers, because it is easier for the mother, for the time being, to gratify them than to withhold that for which they clamor."

FE 26 "The first study of the young should be to know themselves and how to keep their bodies in health."

FE 27 "In the early education of children, many parents and teachers fail to understand that the greatest attention needs to be given to the physical constitution, that a healthy condition of body and brain may be secured."

FE 35 "Health is a great treasure." Education must preserve it.

FE 35 Any amount of education that sacrifices one's health in the process is wrongly gained.

FE 36 "The physical as well as the mental powers should be cultivated and properly developed."

FE 42 "Health should be a sufficient inducement to lead them to unite physical with mental labor."

FE 43 "To cook well, to present healthful food upon the table in an inviting manner, requires intelligence and experience. The one who prepares the food that is to be placed in our stomachs, to be converted into blood to nourish the system, occupies a most important and elevated position."

FE 44 If they combine work and study, "they can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them".

FE 54 "The rooms of students should be frequently visited, to see if they are favorable to health and comfort, and to ascertain if all are living in accordance with the rules of the school."

FE 59 "Physical training should occupy an important place in every system of education."

FE 60 "Their studies should be restricted to a proper number of hours, and then time should be given to active labor in the open air."

FE 60 "That the youth may have health and cheerfulness, which are dependent upon normal physical and mental development, care must be given to the proper regulation of study, labor, and amusement."

FE 60 "Who can estimate the lives that have been wrecked by cultivating the intellectual to the neglect of the physical powers?"

FE 60 "A judicious instructor will rather restrain the too active mind until the physical constitution has become strong enough to sustain mental effort."

FE 71 "All powers of mind and body should be called into active exercise that the youth may become strong, well-balanced men and women."

FE 72 "The proper regulation of his habits of eating, sleeping, study, and exercise, is a duty which every student owes to himself, to society, and to God."

FE 72 "Every youth should learn how to regulate his dietetic habits--what to eat, when to eat, and how to eat. He should learn how many hours to give to study, and how much time to spend in physical exercise."

FE 72 "Physical health lies at the very foundation of all the student's ambitions and his hopes. Hence the pre-eminent importance of gaining a knowledge of those laws by which health is secured and preserved."

FE 72 "While the mind is tasked, the muscles also should have their proportion of exercise."

FE 73 "Work performed in the open air is tenfold more beneficial to health than in-door labor."

FE 73 "The tiller of the soil finds in his labor all the movements that were ever practiced in the gymnasium."

FE 74 "Let the student take regular exercise that will cause him to breathe deep and full, taking into his lungs the pure invigorating air of heaven, and he will be a new being."

FE 74 "It is not hard study that is destroying the health of students, so much as it is their disregard of nature's laws."

FE 75 It is every young lady's right "to understand the mechanism of the human body and the principles of hygiene, the matters of diet and dress, labor and recreation, and countless others that intimately concern the well-being of her household."

FE 80 "In order to reach the highest standard of moral and intellectual attainments, it is necessary to seek wisdom and strength from God, and to observe strict temperance in all habits of life."

FE 114 "The healthfulness of youth requires exercise, cheerfulness, and a happy, pleasant atmosphere surrounding them, for the development of physical health and symmetrical character."

FE 139 "God has permitted the light of health reform to shine upon us in these last days, that by walking in the light we may escape many of the dangers to which we shall be exposed."

FE 139 "Intemperance saps the energies of both mind and body."

FE 139, 140 "In some families, flesh-meats constitute the principal article of the diet, and in consequence, the blood is filled with cancerous and scrofulous humors."

FE 140 "I repeat: Intemperance begins at the table, and, with the majority, appetite is indulged until indulgence becomes second nature."

FE 140 "Whoever eats too much, or of food that is not healthful, is weakening his power to resist the clamors of other appetites and passions."

FE 143 "It will pay you, mothers, to use the precious hours which are given you by God in forming the characters of your children, and in teaching them to adhere strictly to the principles of temperance in eating and drinking."

FE 143 "The diet affects both physical and moral health. How carefully, then, should mothers study to supply the table with the most simple, healthful food, in order that the digestive organs may not be weakened, the nerves unbalanced, or the instruction which they give their children counteracted."

FE 143, 144 "Under the influence of unhealthful food, the conscience becomes stupefied, the mind is darkened, and its susceptibility to impressions is impaired."

FE 144 "Tea and coffee are fostering the appetite for stronger stimulants."

FE 144 The danger of using tobacco is discussed.

FE 146 "The lesson must be often repeated, and pressed home to the conscience, that education will be of little value if there is no physical strength to use it after it is gained."

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training."

FE 146 "The health cannot be preserved unless some portion of each day is given to muscular exertion in the open air. Stated hours should be devoted to manual labor of some kind, anything which will call into action all parts of the body."

FE 146 "Equalize the taxation of the mental and physical powers, and the mind of the student will be refreshed."

FE 146, 147 "When students leave college, they should have better health and a better understanding of the laws of life than when they entered it."

FE 147 The teacher..."should take time for recreation".

FE 147 "The health should be as sacredly guarded as the character."

FE 147 "Many students are deplorably ignorant of the fact that diet exerts a powerful influence upon the health."

FE 147, 148 "Our institutions of learning should be provided with every facility for instruction regarding the mechanism of the human system. Students should be taught how to breathe, how to read and speak so that the strain will not come on the throat and lungs, but on the abdominal muscles. Teachers need to educate themselves in this direction."

FE 150 "Regularity should be the rule in all the habits of children. Mothers make a great mistake in permitting them to eat between meals."

FE 150 "Mothers often complain of the delicate health of their children, and consult the physician, when if they would but exercise a little common sense, they would see that the trouble is caused by errors in diet."

FE 151 "The child was proverbial for her nervousness and irritability of temper, and these fiery condiments (chow-chow, fiery with mustard and pungent with spices) were well calculated to produce such a condition."

FE 152 "Set a guard over the appetite; teach your children by example as well as by precept to use a simple diet."

FE 153 The importance of temperance in everything, including work

FE 154 "To keep the mind constantly strained upon business affairs will injure the health of both mind and body."

FE 154 "Every one who violates the laws of health must some time be a sufferer to a greater or less degree."

FE 159 "Parents should seek to awaken in their children an interest in the study of physiology. Youth need to be instructed in regard to their own bodies."

FE 160 "Recklessness in regard to bodily health tends to recklessness in morals."

FE 160 "Do not neglect to teach your children how to prepare healthful food."

FE 226 "The various little dishes concocted for desserts are injurious instead of helpful and healthful, and from the light given me, there should be a decided change in the preparation of food."

FE 226 "There should be a skillful, thorough cook, that will give ample supplies of substantial dishes to the hungry students."

FE 226, 227 Body and brain are to be kept "in the most healthful condition by substantial, nourishing food".

FE 227 "When teachers and learners shall consecrate soul, body, and spirit to God, and purify their thoughts by obedience to the laws of God, they will continually receive a new endowment of physical and mental power."

FE 227 "Let the students obtain a proper education in the preparation of wholesome, appetizing, solid foods that nourish the system."

FE 288 "The school is to supplement the home training, and both at home and at school, simplicity of dress, diet, and amusement must be maintained."

FE 319 "Much more favorable is the condition of one whose occupation keeps him in the open air, exercising his muscles, while the brain is equally taxed, and all the organs have the privilege of doing their work."

FE 321 Ministers and teachers need to use their physical strength as well as their mental powers.

FE 321 "Manual occupation for the youth is essential. The mind is not to be constantly taxed to the neglect of the physical powers."

FE 340 "Intemperance in study is a species of intoxication."

FE 340 "All must preserve the vigor of their lives."

FE 416 "All the faculties of mind and body need to be developed."

FE 416 "A nervous child should not be overtaxed in any direction, and should not learn music until he is physically well developed."

FE 418 "The time spent in physical exercise is not lost."

FE 418 Useful work is of more value than mere play or physical exercise.

FE 418 "A proportionate exercise of all the organs and faculties of the body is essential to the best work of each."

FE 419 "The children of the wealthy should not be deprived of the great blessing of having something to do to increase the strength of brain and muscle."

FE 425 "Physical culture is an essential part of all right methods of education."

FE 425 "One of the first questions to be decided is that of the food on their tables; for this is a matter upon which the development of the little ones and the health of the family very largely depend."

FE 425 "Skill in the preparation of food is very important, and it is not less important that the food be of the proper quantity and quality."

FE 425 "If we follow the Bible rule, 'Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God', we shall not indulge appetite at the expense of physical health, which it is our duty to preserve."

FE 426 "Exercise is an important aid to physical development....The harmonious action of all parts--brain, bone, and muscle--is necessary to the full and healthful development of the entire human organism."

FE 426, 427 "Every student should understand how to take such care of himself as to preserve the best possible condition of health, resisting feebleness and disease; and if from any cause disease does come, or accidents occur, he should know how to meet ordinary emergencies without calling upon a physician, or taking his poisonous drugs."

FE 428 "Let everyone resist the temptation to use wine, tobacco, fleshmeats, tea, or coffee."

FE 428 "God prohibited the use of wine to the priests ministering in His sanctuary, and the same injunction would have been made against tobacco, had its use been known; for it, too, has a benumbing influence upon the brain."

FE 428 "It is the duty of each student, of each individual, to do all in his power to present his body to Christ, a cleansed temple, physically perfect as well as morally free from defilement--a fit abode for God's indwelling presence."

CT 83 "The managers and teachers of schools should have been those who understood physiology, and who had an interest, not only to educate the youth in the sciences, but teach them how to preserve health, so that they might use their knowledge to the best account after they had obtained it."

CT 84 "The first study of the young should be to know themselves, and how to keep their bodies in health."

CT 286 "Health is a great treasure. It is the richest possession that mortals can have."

CT 294 "Health is an inestimable blessing and one more closely related to conscience and religion than many realize. It has a great deal to do with one's capability for service, and should be as sacredly guarded as character."

CT 295 "The time spent in physical exercise is not lost. The student who is constantly poring over his books, while he takes but little exercise in the open air, does himself an injury."

CT 298 "Some eat too much at their meals, and some eat between meals whenever the temptation is presented."

CT 298 "The need of carefulness in habits of diet should be impressed on the minds of all students."

CT 308 "The healthful exercise of the whole being will give an education that is broad and comprehensive."

CT 308 "The greatest benefit is not gained from exercise that is taken as play or exercise merely. There is some benefit in being in the fresh air, and also from the exercise of the muscles; but let the same amount of energy be given to the performance of useful work, and the benefit will be greater. A feeling of satisfaction will be realized, for such exercise carries with it a sense of helpfulness and the approval of conscience for duty well done."

9T 153, 154 "I am instructed to bear a message to all our people on the subject of health reform; for many have backslidden from their former loyalty to health reform principles....

"The question of how to preserve the health is one of primary importance. When we study this question in the fear of God, we shall learn that it is best, for both our physical and our spiritual advancement to observe simplicity in diet."

"Those who have received instruction regarding the evils of the use of flesh foods, tea and coffee, and rich and unhealthful food preparations, and who are determined to make a covenant with God by sacrifice, will not continue to indulge their appetite for food that they know to be unhealthful. God demands that the appetites be cleansed, and that self-denial be practiced in regard to those things which are not good. This is a work that will have to be done before His people can stand before Him a perfected people..."

"It is essential that we walk in the light while we have the light. Those who claim to believe in health reform, and yet work counter to its principles in the daily life-practice, are hurting their own souls, and are leaving wrong impressions upon the minds of believers and unbelievers."

AH 494, 495 "Those who are engaged in study should have relaxation. The mind must not be constantly confined to close thought, for the delicate mental machinery becomes worn. The body as well as the mind must have exercise."

CH 23 "It is impossible for a man to present his body a living sacrifice, holy, acceptable to God, while continuing to indulge habits that are depriving him of physical, mental, and moral vigor."

CH 40 "Many seem to think that they have a right to treat their own bodies as they please; but they forget that their bodies are not their own. Their Creator, who formed them, has claims upon them that they cannot rightly throw off. Every needless transgression of the laws which God has established in our being, is virtually a violation of the law of God, and is as great a sin in the sight of Heaven as to break the Ten Commandments. Ignorance upon this important subject, is sin; the light is now beaming upon us, and we are without excuse if we do not cherish the light, and become intelligent in regard to these things, which it is our highest earthly interest to understand."

CH 41 "Life is a gift of God. Our bodies have been given us to use in God's service, and He desires that we shall care for and appreciate them. We are possessed of physical as well as mental faculties. Our impulses and passions have their seat in the body, and therefore we must do nothing that would defile this entrusted possession. Our bodies must be kept in the best possible condition physically, and under the most spiritual influences, in order that we may make the best use of our talents."

"A misuse of the body shortens that period of time which God designs shall be used in His service. By allowing ourselves to form wrong habits, by keeping late hours, by gratifying appetite at the expense of health, we lay the foundation for feebleness. By neglecting to take physical exercise, by overworking mind or body, we unbalance the nervous system."

CH 53 "Exercise will aid the work of digestion. To walk out after a meal, hold the head erect, put back the shoulders, and exercise moderately, will be a great benefit. The mind will be diverted from self to the beauties of nature. The less the attention is called to the stomach after a meal, the better."

CH 59 "In order to have good blood we must breathe well. Full deep inspirations of pure air, which fill the lungs with oxygen purify the blood. They impart to it a bright color, and send it a life-giving current, to every part of the body. A good respiration soothes the nerves; it stimulates the appetite, and renders digestion more perfect; and it induces sound, refreshing sleep."

CH 60 "The influence of pure, fresh air is to cause the blood to circulate healthfully through the system."

CH 67 "Sanctification is not merely a theory, an emotion, or a form of words, but a living, active principle, entering into the everyday life. It requires that our habits of eating, drinking, and dressing, be such as to secure the preservation of physical, mental, and moral health, that we may present to the Lord our bodies--not an offering corrupted by wrong habits--but 'a living sacrifice, holy, acceptable unto God'." Romans 12:1

CH 173 "The more we exercise the better will be the circulation of the blood."

CH 189 "Exercise in a gymnasium, however well conducted, cannot supply the place of recreation in the open air, and for this our schools should afford better opportunity."

CH 199 "Nature's fine and wonderful mechanism needs to be constantly exercised in order to be in a condition to accomplish the object for which it was designed."

GW 112 "Those who consecrate body, soul, and spirit to God will constantly receive a new endowment of physical, mental, and spiritual power. The inexhaustable supplies of heaven are at their command."

MH 125 "Education in health principles was never more needed than now. Notwithstanding the wonderful progress in so many lines relating to the comforts and conveniences of life, even to sanitary matters and to the treatment of disease, the decline in physical vigor and power of endurance is alarming. It demands the attention of all who have at heart the well-being of their fellow men."

MH 130 "The body is to be brought into subjection. The higher powers of the being are to rule. The passions are to be controlled by the will, which is itself to be under the control of God. The kingly power of reason, sanctified by divine grace, is to bear sway in our lives.

"The requirements of God must be brought home to the conscience. Men and women must be awakened to the duty of self-mastery, the need of purity, freedom from every depraving appetite and defiling habit. They need to be impressed with the fact that all their powers of mind and body are the gift of God, and are to be preserved in the best possible condition for His service."

MH 238 "Ministers, teachers, students, and other brain workers often suffer from illness as the result of severe mental taxation, unrelieved by physical exercise. What these persons need is a more active life. Strictly temperate habits, combined with proper exercise, would ensure both mental and physical vigor, and would give power of endurance to all brain workers."

MYP 364 "It is the privilege and duty of Christians to seek to refresh their spirits and invigorate their bodies by innocent recreation, with the purpose of using their physical and mental powers to the glory of God."

MYP 385 "While we are seeking to refresh our spirits and invigorate our bodies, we are required of God to use all our powers at all times to the best purpose. We can, and should, conduct our recreations in such a manner that we shall be better fitted for the more successful discharge of duties devolving upon us, and our influence will be more beneficial upon those with whom we associate."

UNIT 14. SUMMARY
Health

1. Regular physical examinations and inoculations
2. Regular and sufficient sleep
3. Regular and sufficient exercise
4. Regular eating and a balanced diet
5. Avoid the three Japanese K's:
 - Kanshoku, eating between meals
 - Kashoku, overeating
 - Kyushoku, eating too fast
6. Follow a balanced vegetarian diet.
7. Drink plenty of water between meals.
8. Breathe fresh air day and night.
9. Remember that the prayer life eliminates worry.
10. Balance mental and physical activities.
11. Avoid alcohol and narcotics and be temperate in all things.
12. Include in the program periods of resting, relaxation, and vacations.
13. Remember that abounding health makes for efficiency in one's career.
14. Good posture
15. A cheery disposition
16. First-aid ability
17. Care to avoid accidents
18. Defensive driving of a car

UNIT 15. DISCIPLINE

ED 37 "From the outset of the journey from Egypt, lessons had been given for their training and discipline."

ED 38 "The education of the Israelites included all their habits of life. Everything that concerned their well-being was the subject of divine solicitude, and came within the province of divine law."

ED 57 "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 61 "None can know what may be God's purpose in His discipline; but all may be certain that faithfulness in little things is the evidence of fitness for greater responsibilities."

ED 85 "The first pupils of Jesus were chosen from the ranks of the common people. They were humble, unlettered men, these fishers of Galilee; men unschooled in the learning and customs of the rabbis, but trained by the stern discipline of toil and hardship."

ED 151 "All who in this world render true service to God or man receive a preparatory training in the school of sorrow. The weightier the trust and the higher the service, the closer is the test and the more severe the discipline."

ED 213 "As a safeguard against evil, the preoccupation of the mind with good is worth more than unnumbered barriers of law and discipline."

ED 240 "Cheerfulness and courtesy should especially be cultivated by parents and teachers."

ED 242 "Another precious grace that should be carefully cherished is reverence. True reverence for God is inspired by a sense of His infinite greatness and a realization of His presence."

ED 277 "Experience in practical life is indispensable. Order, thoroughness, punctuality, self-control, a sunny temper, evenness of disposition, self-sacrifice, integrity, and courtesy are essential qualifications."

ED 280 "While the teacher must be firm and decided, he should not be too exacting or dictatorial."

ED 283 "In all that concerns the well-being of the child, it should be the effort of parents and teachers to cooperate."

ED 284 "The parents' criticism and censure of the school management encourage insubordination in the children."

ED 284 "Nothing should be said or done to weaken the children's respect for the one upon whom their well-being in so great degree depends."

ED 287 "Help the child to see that parents and teachers are representatives of God, and that, as they act in harmony with Him, their laws in the home and the school are also His."

DISCIPLINE

ED 287 "The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control."

ED 287 "One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established. Thus, to a great degree, may be prevented those later conflicts between will and authority that do so much to create alienation and bitterness toward parents and teachers, and too often resistance of all authority, human and divine."

ED 287 "Let all dealing with him (the child) be such as to show obedience to be just and reasonable."

ED 288 "Since the surrender of the will is so much more difficult for some pupils than for others, the teacher should make obedience to his requirements as easy as possible."

ED 288 "To direct the child's development without hindering it by undue control should be the study of both parent and teacher."

ED 288 "The discipline of a human being who has reached the years of intelligence should differ from the training of a dumb animal."

ED 289 "The will should be guided and moulded, but not ignored or crushed. Save the strength of the will; in the battle of life it will be needed."

ED 289 "The parent or teacher who...trains the child to self-control will be the most useful and permanently successful."

ED 289, 290 "The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted. Many, even of the little children, have a high sense of honor; all desire to be treated with confidence and respect, and this is their right. They should not be led to feel that they cannot go out or come in without being watched. Suspicion demoralizes, producing the very evils it seeks to prevent. Instead of watching continually, as if suspecting evil, teachers who are in touch with their pupils will discern the workings of the restless mind, and will set to work influences that will counteract evil. Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust."

ED 290 "It is better to request than to command."

ED 290 "The rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed."

ED 290 "Rules should be few and well considered; and when once made, they should be enforced."

ED 290 "No parent or teacher who has at heart the well-being of those under his care will compromise with the stubborn self-will that defies authority."

ED 291 "With many minds, and often those of the finest susceptibility, an atmosphere of unsympathetic criticism is fatal to effort. Flowers do not unfold under the breath of a blighting wind."

ED 291, 292 "The true object of reproof is gained only when the wrongdoer himself is led to see his fault, and his will is enlisted for its correction. When this is accomplished point him to the source of pardon and power. Seek to preserve his self-respect, and to inspire him with courage and hope."

ED 292 "Those who desire to control others must first control themselves....There is wonderful power in silence."

ED 292 The teacher should "manifest sympathy and forbearance toward those who are struggling with difficulties".

ED 293 "Avoid giving reproof or punishment in the presence of others."

ED 293 Rather than expelling, arrange with the parents for a quiet withdrawal.

ED 293 "Love and tenderness, patience and self-control" will characterize a true teacher's discipline.

ED 294 "Err on the side of mercy (rather) than on the side of severity."

ED 294 Reclaim by kindness.

ED 294 "The divine Teacher bears with the erring through all their perversity. ...The one who is most easily tempted, and is most inclined to err, is the special object of His solicitude."

ED 295 Prepare the student to meet life's stern discipline.

ED 296 "Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a stepping stone to better and higher things. It is through such experiences that all who have ever made life worth living have achieved success."

ED 297 "Arbitrary measures or direct denunciation may not avail in leading these youth to relinquish that which they hold dear. Let them be directed to something better than display, ambition, or self-indulgence. Bring them in contact with truer beauty, with loftier principles, and with nobler lives."

FE 17 "The severe training of youth, without properly directing them to think and act for themselves as their own capacity and turn of mind will allow, that by this means they may have growth of thought, feelings of self-respect, and confidence in their own ability to perform, will ever produce a class who are weak in mental and moral power."

FE 18 "There is danger of both parents and teachers commanding and dictating too much, while they fail to come sufficiently into social relation with their children or scholars."

FE 54 "If they (students) are insubordinate and will not be controlled, they are better off at home, and the school is better off without them."

DISCIPLINE

FE 57 Training up a child in the way that he should go "comprehends the right development of the physical, intellectual, and moral powers".

FE 58 "He who seeks to have the individuality of his scholars merged in his own, so that reason, judgment, and conscience shall be subject to his control, assumes an unwarranted and fearful responsibility."

FE 62 "It is because the home training is defective that the youth are so unwilling to submit to proper authority."

FE 62 "Rules are indispensable to guard the youth from the danger of premature courtship and unwise marriage."

FE 64 "Many fathers and mothers err in failing to second the efforts of the faithful teacher."

FE 64 "The lax discipline in many institutions of learning has nearly destroyed their usefulness, and in some cases rendered them a curse rather than a blessing. ...There is urgent need of schools in which the youth may be trained to habits of self-control, application, and self-reliance, of respect for superiors and reverence for God."

FE 103 "This underhand way in which courtships and marriages are carried on is the cause of a great amount of misery, the full extent of which is known only to God."

FE 114 "The youth must be impressed with the idea that they are trusted."

FE 117 "After all these efforts, teachers may find that some under their charge will develop unprincipled characters. They are lax in morals as a result, in many cases, of vicious example and neglected parental discipline."

FE 246, 247 "Those who have shown disrespect for rules, and who have sought to break down authority...are registered in the books of heaven as those who cannot be trusted members of the royal family, children of the heavenly King."

FE 249 "Teachers have their own natural weaknesses of character to contend with, and they are capable of moving unwisely under the stress of temptation. They may think they are doing right when they are enforcing strict discipline, and yet they may be making mistakes in the case with which they are dealing."

FE 267 "The teachers...need to learn first how to be self-possessed, keeping their own temper and feelings under control, in subjection to the Holy Spirit of God."

FE 277 A chapter on the suspension of students

FE 277 "It never helps a student to be humiliated before the whole school."

FE 281 "The rough, stubborn, sullen dispositions are the ones who need help the most. How can they be helped? Only by the love practiced in dealing with them which Christ revealed to fallen man."

FE 282 "Be careful what you do in the line of suspending students. This is a solemn business. It should be a very grave fault which requires this discipline. There should be a careful consideration of all the circumstances connected with the case."

FE 302 "Even though the rules and regulations seem needlessly exacting, be obedient to them; for you may err in your experience. Do your best in everything you undertake."

FE 454 The faculty are to remain united in discipline and no teacher is to side with the students and thus increase the load of the administrators.

FE 456, 457 "None who deal with the youth should be iron-hearted, but affectionate, tender, pitiful, courteous, winning, and companionable; yet they should know that reproofs must be given, and that even rebuke may have to be spoken to cut off some evil-doing."

CT 99, 100 "If the youth could see that in complying with the laws and regulations of our institutions, they are only doing that which will improve their standing in society, elevate the character, ennoble the mind, and increase their happiness, they would not rebel against just rules and wholesome requirements, nor engage in creating suspicion and prejudice against these institutions."

CT 101 "We cannot treat the young and old just alike. There are circumstances under which men and women of sound experience and good standing may be granted some privileges not given to younger students."

CT 102 "I told the principal and teachers that God had laid upon them the responsibility of watching for souls as they that must give account. I showed them that the wrong course pursued by some of the students would mislead other students, if it were continued, and for this God would hold the teachers responsible. Some students would attend school who had not been disciplined at home, and whose ideas of proper education and its value were perverted. If these were allowed to carry things in their way, the object for which the school was established would be defeated, and the sin would be charged against the guardians of the schools, as if they had committed it themselves."

CT 112 "It is impossible to depict the evil that results from leaving a child to its own will. The child who has been spoiled has a heavy burden to carry throughout his life. In trial, in disappointment, in temptation, he will follow his undisciplined, misdirected will."

CT 114 "Administer the rules of the home in wisdom and love, not with a rod of iron."

CT 214 "God wants us to demonstrate His love by showing a living interest in the youth under our care. Hold them up before the Lord, and ask Him to do for them what you cannot do. Let them see that you realize your need of divine help."

CT 192 Because many of the children who attend our schools have not had this proper home training, we should select teachers to guide them who do not easily become impatient and irritated.

CT 195 "Sharp words and continual censure bewilder the child, but do not reform him."

DISCIPLINE

CT 196, 197 "If the children err and misbehave, then it is all the more essential that those who are placed over them should be able to teach them, by precept and example, how to act."

CT 197 "In no case are teachers to lose self-control, to manifest impatience and harshness, and a want of sympathy and love."

CT 213, 214 "Secure a strong man to stand as principal of your school, a man whose physical strength will support him in doing thorough work as a disciplinarian; a man who is qualified to train the students in the habits of order, neatness, and industry."

CT 214 "The youth in all our institutions are to be molded and fashioned and disciplined for God; and in this work the Lord's mercy and love and tenderness are ever to be revealed."

CT 265 "No student should think that because he has been allowed to rule in the home, he can rule in the school."

CT 265 "Each student entering one of our schools should place himself under discipline."

CT 265 "Those who refuse to obey the regulations should return to their homes."

CT 265 "Students come to school to be disciplined for service, trained to make the best use of their powers."

CT 266 "A Christlike nature is not selfish, unsympathetic, cold....The Christian teacher will pray for and with an erring student, but he will not get angry with him."

CT 266 "Let Christ's methods be followed in dealing with those who make mistakes."

CT 267 "The love of Jesus covers a multitude of sins. His grace never leads to the exposing of another's wrongs unless it is a positive necessity."

CT 267 "Great care should be shown in regard to making public the errors of students. To make public exposure of wrong is harmful in every respect to the wrongdoer, and has no beneficial influence upon the school. It never helps a student to humiliate him before his fellow-students. This heals nothing, cures nothing, but makes a wound that mortifies."

CT 268 Caution in regard to expelling students

CT 269 "Every one of our schools is to be an asylum for the sorely tried youth, where their follies will be wisely and patiently dealt with."

CT 269 "Never is he (the teacher) to seek to show his superiority."

CT 301 "Sometimes the teacher carries into the schoolroom the shadow of darkness that has been gathering on his soul. He has been overtaxed, and is nervous, or dyspepsia has colored everything a gloomy hue. He enters the schoolroom with quivering nerves and irritated stomach. Nothing seems to be done to please him;

he thinks that his pupils are bent on showing him disrespect; and his sharp criticisms and censure are given on the right hand and on the left. Perhaps one or more of the students commits errors, or is unruly. The case is exaggerated in his mind, and he is severe and cutting in his reproof of the one whom he thinks is at fault, and the same injustice afterward prevents him from admitting that he has taken a wrong course. To maintain the dignity of his position, he has lost a golden opportunity to manifest the spirit of Christ, perhaps to gain a soul for heaven."

CT 331 "Hundreds of youth of various dispositions and of different education are associated in the school, and great care as well as much patience is required to balance in the right direction minds that have been warped by bad management. Some have never been disciplined, and others have been governed too much, and have felt, when away from the vigilant hand that held the reins of control, perhaps too tightly, that they were free to do as they pleased. They despise the very thought of restraint."

CT 553 "Students, cooperate with your teachers."

3T 132 "There are many families of children who appear to be well trained, while under the training discipline; but when the system which has held them to set rules is broken up, they seem incapable of thinking, acting, or deciding for themselves."

3T 133, 134 "Those parents and teachers who boast of having complete control of the minds and wills of the children under their care, would cease their boastings, could they trace out the future lives of the children who are thus brought into subjection by force or through fear. These are almost wholly unprepared to share in the stern responsibilities of life. When these youth are no longer under their parents and teachers, and are compelled to think and act for themselves, they are almost sure to take a wrong course, and yield to the power of temptation. They do not make this life a success, and the same deficiencies are seen in their religious life."

4T 65 "Mild measures, soft answers, and pleasant words are much better fitted to reform and save, than severity and harshness."

4T 92 "Many souls will be eternally lost because of the neglect of parents to properly discipline their children, and to teach them submission to authority in their youth."

4T 192 "The neglect of parents to properly discipline their children has been a fruitful source of evil in many families."

4T 199 "Indulgent parents, who justify their children in their wrong-doing, are thereby creating an element that will bring discord into society, and subvert the authority of both school and church."

4T 200 "Children should be taught by precept and example."

4T 313 "The Bible lays down rules for the correct discipline of children."

4T 369 "While many err upon the side of indulgence, others go to the opposite extreme, and rule their children with a rod of iron. Neither of these follow out the Bible directions; but both are doing a fearful work."

DISCIPLINE

4T 419 "To destroy one's influence over a human soul through impatience, or in order to maintain undue dignity and supremacy, is a terrible mistake, for it may be the means of losing that soul for Christ."

5T 38 "Children who are allowed to come up to manhood or womanhood with the will undisciplined, and the passions uncontrolled, will generally in after life pursue a course which God condemns."

5T 89 "One of the greatest difficulties with which teachers have had to contend, is the failure on the part of the parents to co-operate in administering the discipline of the College."

5T 89 "To deal successfully with these different minds, the teacher needs to exercise great tact and delicacy in management, as well as firmness in government."

6T 169 "The teachers need great managing ability; they must be true to principle, and yet wise and tender, linking love and Christlike sympathy with discipline."

6T 378 "No man should be set apart as a teacher of the people while his own teaching or example contradicts the testimony God has given His servants to bear in regard to diet."

Matthew 7:12 "Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets."

Matthew 7:24-29 "Therefore whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock:

"And the rain descended, and the floods came, and the winds blew, and beat upon that house, and it fell not: for it was founded upon a rock.

"And every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, which built his house upon the sand:

"And the rain descended, and the floods came, and the wind blew, and beat upon that house; and it fell: and great was the fall of it.

"And it came to pass, when Jesus had ended these sayings, the people were astonished at his doctrine:

"For he taught them as one having authority, and not as the scribes."

UNIT 15. SUMMARY Discipline

1. Use love plus firmness.
2. Begin discipline and training at birth.
3. Foster home and school cooperation.
4. Wisely develop the proper use of the child's will power.
5. Have few rules well understood.
6. Reprove kindly in private.

7. Parents must be united.
8. Faculty must be united.
9. Suspend rather than expel and make the reasons clear.
10. Cultivate friendly social relations with your students.
11. Rules, regulations, and laws are necessary and vital in any family, group, society, nation, planet, galaxy, and universe.

UNIT 16. SOCIAL LIFE

ED 41 "The author of all beauty, Himself a lover of the beautiful, God provided to gratify in His children the love of beauty. He made provision also for their social needs, for the kindly and helpful associations that do so much to cultivate sympathy and to brighten and sweeten life."

ED 41, 42 "As a means of education, an important place was filled by the feasts of Israel....Three times a year seasons were appointed for social intercourse and worship."

ED 210 "The question of suitable recreation for their pupils is one that teachers often find perplexing. Gymnastic exercises fill a useful place in many schools; but without careful supervision they are often carried to excess. In the gymnasium many youth, by their attempted feats of strength, have done themselves lifelong injury."

ED 211 "As ordinarily conducted, parties of pleasure also are a hindrance to real growth, either of mind or of character. Frivolous associations, habits of extravagance, of pleasure seeking, and too often of dissipation, are formed, that shape the whole life for evil. In place of such amusements, parents and teachers can do much to supply diversions wholesome and life-giving."

ED 241 "The essence of true politeness is consideration for others."

ED 251 "Happy is the family who can go to the place of worship on the Sabbath... across the fields, along the shores of the lake, or through the groves."

FE 72 "The young naturally desire activity, and if they find no legitimate scope for their pent-up energies after the confinement of the schoolroom, they become restless and impatient of control, and thus are led to engage in the rude, unmanly sports that disgrace so many schools and colleges, and even to plunge into scenes of actual dissipation. Many of the youth who left their homes innocent, are corrupted by their association at school."

FE 83 "The religion of Christ does not obliterate or even weaken a single faculty. It in no way incapacitates you for the enjoyment of any real happiness; it is not designed to lessen your interest in life, or to make you indifferent to the claims of friends and society. It does not mantle the life in sackcloth."

FE 84 "Let us never lose sight of the fact that Jesus is a wellspring of joy."

FE 115 "All the pleasantness possible should be brought into the religious exercises."

FE 116 "The social meetings should be managed with plans and devices to make them not only seasons of pleasantness, but positively attractive."

FE 146 "The hours of study and recreation should be carefully regulated, and a portion of the time should be spent in physical labor."

FE 154 "Let parents devote the evenings to their families. Lay off care and perplexity with the labors of the day."

FE 154 "To keep the mind constantly strained upon business affairs will injure the health of both mind and body."

FE 154 "Let the evenings be spent as happily as possible. Let homes be a place where cheerfulness, courtesy, and love exist."

FE 155 "Self-control on the part of all the members of the family will make home almost a paradise. Make your rooms as cheerful as possible. Let the children find home the most attractive place on earth."

FE 500 "Great care should be taken by Christian youth in the formation of friendships and in the choice of companions. Take heed, lest what you now think to be pure gold turns out to be base metal. Worldly associations tend to place obstructions in the way of your service to God, and many souls are ruined by unhappy unions, either business or matrimonial, with those who can never elevate or ennoble. Never should God's people venture upon forbidden ground. Marriage between believers and unbelievers is forbidden by God."

CT 55 "Let us never lose sight of the fact that Jesus is a wellspring of joy. He does not delight in the misery of human beings, but loves to see them happy."

CT 222 "By association with those who walk according to principle, even the careless will learn to love righteousness."

CT 256 "Our relations to one another are not to be governed by human standards, but by divine love, the love expressed in the gift of God to our world."

CT 338 Warnings against improper socials. We should be careful of conversations, music, etc., and remember that the Lord should be one of the guests.

CT 339 "Parties of pleasure that have been a disgrace to our institutions and to the church...encourage pride of dress, pride of appearance, self-gratification, hilarity, and trifling. Satan is entertained as an honored guest, and takes possession of those who patronize these gatherings."

CT 340 "The cheap, common talk, the words of flattery, the foolish witticism, spoken to create a laugh, are the merchandise of Satan."

CT 342 "They may enjoy such recreations as will not dissipate the mind or debase the soul, such as will not disappoint and leave a sad after-influence to destroy self-respect or bar the way to usefulness."

CT 346 "There are amusements, such as dancing, card playing, chess, checkers, etc., which we cannot approve, because Heaven condemns them."

CT 346, 347 "Let several families living in a city or village unite and leave the occupations which have taxed them physically and mentally and take an excursion into the country, to the side of a fine lake or to a nice grove, where the scenery of nature is beautiful. They should provide themselves with plain, hygienic food, the very best fruits and grains, and spread their table under the shade of some tree, or under the canopy of heaven."

CT 347 "On such occasions parents and children should feel free from care, labor, and perplexity. Parents should become children with their children, making everything as pleasant for them as possible. Let the whole day be given to recreation."

CT 367 "The low, common pleasure parties, gatherings for eating and drinking, singing and playing on instruments of music, are inspired by a spirit that is from beneath. They are an oblation unto Satan."

CT 502 "All the pleasantness possible should be brought into the religious exercises. Those who prolong these exercises to weariness, are leaving wrong impressions upon the minds of the youth, leading them to associate religion with that which is dry, unsocial, and uninteresting."

CT 549 "We can occupy our minds and our time profitably without trying to devise methods for amusing ourselves. Instead of spending time in playing the games that so many students play, strive to do something for the Master."

LT 514 "Recreation is needful to those who are engaged in physical labor, and it is still more essential for those whose labor is principally mental. It is not essential to our salvation, nor for the glory of God, to keep the mind laboring constantly and excessively, even upon religious themes."

2T 585 "We want to have these gatherings so conducted, and to so conduct ourselves, that we can return to our homes with a conscience void of offense toward God and man; a consciousness that we have not wounded nor injured in any manner those with whom we have associated, or had an injurious influence over them."

2T 587 "We are not to live in this world merely for our own amusement....We are here to benefit humanity."

6T 172 "Especially should those who have tasted the love of Christ develop their social powers."

CH 192 "Attention to recreation and physical culture will at times, no doubt, interrupt the regular routine of school work; but the interruption will prove no real hindrance. In the invigoration of mind and body, the fostering of an unselfish spirit, and the binding together of pupil and teacher by the ties of common interest and friendly association, the expenditure of time and effort will be repaid a hundredfold. A blessed outlet will be afforded for the restless energy which is so often a source of danger to the young."

CH 627 "Other modes of recreation are innocent and healthful; but useful labor that affords physical exercise will often have a more beneficial influence upon the mind, while at the same time it will strengthen the muscles, improve the circulation, and prove a powerful agent in the recovery of health."

CH 631 "There are persons with a diseased imagination to whom religion is a tyrant, ruling them as with a rod of iron....They consider all recreation or amusement a sin, and think that the mind must be constantly wrought up to just such a stern, severe pitch. This is one extreme. Others think that the mind must be ever on the stretch to invent new amusements and diversions in order to gain health. They learn to depend on excitement, and are uneasy without it."

COL 54 "The pursuit of pleasure and amusement centers in the cities."

GW 171 "The prayer and social meeting should be a season of special help and encouragement. All should feel it a privilege to take part."

LS 351 "Never can the proper education be given to the youth in this country, or in any 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."

MYP 213 "While the youth are becoming expert in games that are of no real value to themselves or to others, Satan is playing the game of life for their souls, taking from them the talents that God has given them, and placing in their lives his own evil attributes. It is his effort to lead men to ignore God. He seeks to engross and absorb the mind so completely that God will find no place in the thoughts."

MYP 362 "There is a distinction between recreation and amusement. Recreation, when true to its name, re-creation, tends to strengthen and to build up. Calling us aside from ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure, and is often carried to excess; it absorbs the energies that are required for useful work, and thus proves a hindrance to life's true success."

MYP 371 "All the teachers in a school need exercise, a change of employment. God has pointed out what this should be--useful, practical work. But many have turned away from God's plan to follow human inventions, to the detriment of spiritual life. Amusements are doing more to counteract the working of the Holy Spirit than anything else, and the Lord is grieved."

Choosing Associates

AH 81 To a teen-ager: "Your boyish ideas of love for young girls does not give anyone a high opinion of you. By letting your mind run in this channel, you spoil your thoughts for study. You will be led to form improper associations; your ways and the ways of others will be corrupted. This is just as your case is presented to me, and as long as you persist in following your own way, whoever will seek to guide, influence, or restrain you will meet with the most determined resistance because your heart is not in harmony with truth and righteousness."

FE 62, 63 "The rules of this college strictly guard the association of young men and young women during the school term....Such rules are indispensable to guard the youth from the danger of premature courtship and unwise marriage. Young people are sent to school by their parents to obtain an education, not to flirt with the opposite sex. The good of society, as well as the highest interest of the students, demands that they shall not attempt to select a life partner while their own character is yet undeveloped, their judgment immature, and while they are at the same time deprived of parental care and guidance.

"It is because the home training is defective that the youth are so unwilling to submit to proper authority. I am a mother; I know whereof I speak, when I say that youth and children are not only safer but happier under wholesome restraint than when following their own inclination....The unbounded freedom granted to children at this age has proved the ruin of thousands. How many are allowed to be in the streets at night, and parents are content to be ignorant of the associates of their children. Too often, companions are chosen whose influence tends only to demoralize."

FE 297 "Every soul is surrounded with an atmosphere peculiar to the individual. This atmosphere may be full of spiritual malaria that is poisonous to the principles of righteousness. But when brought into association with others, it need not take us days or weeks to ascertain whether the atmosphere of the spirit is of Christ or of Satan. The influence of association is never stronger than in school life; but the student who comes to school with an earnest desire to be a help and a blessing to his fellows, will be careful to cast his influence on the right side, and seek companions who will join with him in cultivating right principles and practices."

MYP 330 "The impressions made upon the mind and character in early life are deep and abiding. Injudicious training or evil associations will often exert upon the young mind an influence for evil that all after-effort is powerless to efface."

MYP 414 "By the choice of evil companions many have been led step by step from the path of virtue into depths of disobedience and dissipation to which at one time they would have thought it impossible for them to sink.

"The student who yields to temptation weakens his influence for good, and he who by a wrong course of action becomes the agent of the adversary of souls, must render to God an account for the part he has acted in laying stumbling-blocks in the way of others."

MYP 417 "The life of Christ was an ever-widening, shoreless influence, an influence that bound Him to God and to the whole human family. Through Christ, God has invested man with an influence that makes it impossible for him to live to himself....It is God's purpose that each shall feel himself necessary to other's welfare, and seek to promote their happiness...

"By the atmosphere surrounding us, every person with whom we come in contact is consciously or unconsciously affected.

"This is a responsibility from which we cannot free ourselves. Our words, our acts, our dress, our deportment, even the expression of the countenance has an influence. Upon the impression thus made there hang results for good or evil which no man can measure....If by our example we aid others in the development of good principles, we give them power to do good. In their turn they exert the same influence upon others, and they upon still others. Thus by our unconscious influence thousands may be blessed.

"Character is power. The silent witness of a true, unselfish, godly life carries an almost irresistible influence. By revealing in our own life the character of Christ, we co-operate with Him in the work of saving souls....

"And the wider the sphere of our influence, the more good we may do."

MYP 454, 455 "The enemy of souls is filled with intense hatred against every endeavor to influence the youth in the right direction....

"Young persons who are thrown into one another's society may make their association a blessing or a curse. They may edify, strengthen, and bless one another, improving in deportment, in disposition, in knowledge; or, by permitting themselves to become careless and unfaithful, they may exert only a demoralizing influence.

"Satan is constantly busy to hurry inexperienced youth into a marriage alliance. But the less we glory in the marriages which are now taking place, the better....

"True religion ennobles the mind, refines the taste, sanctifies the judgment, and makes its possessor partaker of the purity and influences of Heaven; it brings angels near, and separates more and more from the spirit and influence of the world.

"Satan is busily engaged in influencing those who are wholly unsuited to each other to unite their interests. He exults in this work, for by it he can produce more misery and hopeless woe to the human family than by exercising his skill in any other direction."

Student-Teacher Relationships

ED 212 "The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship....To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom."

ED 280 "Teachers often fail of coming sufficiently into social relation with their pupils."

FE 68 "Smile, parents; smile, teachers. If your heart is sad, let not your face reveal the fact. Let the sunshine from a loving, grateful heart light up the countenance. Unblend from your iron dignity, adapt yourselves to the children's needs, and make them love you."

FE 114 "The youth must be impressed with the idea that they are trusted. They have a sense of honor, and they want to be respected, and it is their right."

FE 116 "Let teachers so far unbend from their dignity as to be one with the children in their exercises and amusements."

FE 246 "Obligations between teachers and pupils are mutual. Teachers should make diligent effort that their own souls may be sanctified by the grace of Christ....On the other hand, students should not pursue such a course of action as will make it hard and trying to their teachers, and bring upon them temptations hard to resist. Pupils should not, by a wrong course of action, lower the high standing and reputation of the school, and give reason for the report to go abroad among believers and unbelievers, that Seventh-day Adventist schools, though purporting to be established for giving the best of education to those who attend, are no better than the common schools throughout the world....Those who have shown disrespect for rules, and who have sought to break down authority, whether they are believers or unbelievers, are registered in the books of heaven as those who cannot be trusted as members of the royal family."

FE 247 "One student who feels his accountability to be faithful in helping his instructors, will help himself more than he helps all others."

FE 250 "Let students carefully consider...how to encourage and sustain their teachers."

FE 250 "Students will be tempted to do lawless things, when it is only to please themselves and to have what they call 'fun'. If they will put themselves upon their honor, and consider the fact that in doing these things they bless no one, they benefit no one, but involve others as well as themselves in difficulty, they will be more likely to take a manly and honorable course, and put their will on the side of Christ's will....They will seek to make an atmosphere in the school, which, instead of being depressing and enfeebling to the moral powers, will be healthful and exhilarating."

FE 251 "Let every student remember that it is in his power to help, and not hinder, the cause of education."

FE 292 "If they (those who accept Christ by faith) are students in the school, they will feel that they are enlisted to make the school the most orderly, elevated, and praiseworthy institution in the world....They will feel it to be their duty to form a Christian endeavor society, that they may help every student to see the inconsistency of a course of action that God will not approve....They will take upon themselves the work of leading the lame and the weak into the safe, upward path. They will form Christian endeavor meetings to make plans that will be a blessing to the institution of learning, and do all in their power to make the school what God designed and signified that it should be."

FE 293 "Students should have their own seasons of prayer, where they may offer fervent, simple petitions that God shall bless the president of the school with physical strength, mental clearness, moral power, and spiritual discernment, and that every teacher shall be qualified by the grace of Christ to do his work with fidelity and with fervent love."

FE 293 "Never be found disparaging the schools which God has established."

FE 293 "Let every one who loves God seek to win those who have not yet confessed Christ. Every day they may exert a silent, prayerful influence, and co-operate with Jesus Christ, the missionary-in-chief."

FE 297 "The influence of association is never stronger than in school life; but the student who comes to school with an earnest desire to be a help and a blessing to his fellows, will be careful to cast his influence on the right side, and seek companions who will join with him in cultivating right principles and practices."

FE 297 "A student who is circumspect in his deportment, who will not be swayed to the right or left by wrong influences, will exercise a restraining power over those in the school who take pleasure in showing their independence."

FE 464 "Students...are not to look forward to a time after the school term closes when they will do some large, noted work. But they are to study earnestly how they can commence practical working in their student life by yoking up with Christ. ...Do not pull down and discourage those who are your teachers. Do not burden their souls by manifesting a spirit of levity and a careless disregard of rules."

CT 76 "There is danger that both parents and teachers will command and dictate too much, while they fail to come sufficiently into social relation with their children or scholars."

CT 76, 77 "If they would gather the children close to them, and show that they love them, and would manifest an interest in all their efforts, and even in their sports, sometimes even being a child among them, they would make the children very happy and would gain their love and win their confidence. And the children would more quickly learn to respect and love the authority of their parents and teachers."

CT 98 "Those who are drinking at the fountain of life...will exert an influence over their fellow students which will tell upon the entire school."

"Those who compose this faithful army will refresh and strengthen the teachers by discouraging every species of unfaithfulness, of discord, and of neglect to comply with the rules and regulations."

CT 98 "One earnest, conscientious, faithful young man in a school is an inestimable treasure."

CT 99 "Upon Christian youth depend in a great measure the preservation and perpetuity of the institutions which God has devised as a means by which to advance His work."

CT 100 "Students can do much to make the school a success by working with their teachers to help other students, and by zealously endeavoring to lift themselves above cheap, low standards."

CT 103 "Be determined that you will make the school a success."

CT 219 "You can do more for yourselves than anyone can do for you. And if you do all that you can for yourselves, what a burden you will lift from the principal and teachers!"

CT 220 "The matter of choosing associates is one which students should learn to consider seriously. Among the youth who attend our schools there will always be found two classes, those who seek to please God and to obey their teachers, and those who are filled with a spirit of lawlessness."

CT 223 "Students cannot afford to pass off with jest or ridicule the cautions and instruction of parents and teachers."

CT 224 "By the choice of evil companions many have been led step by step from the path of virtue into depths of disobedience and dissipation to which at one time they would have thought it impossible for them to sink."

CT 225 "The student who has a conscientious regard for truth and a true conception of duty can do much to influence his fellow students for Christ....The older students in our schools should remember that it is in their power to mold the habits and practices of the younger students; and they should seek to make the best of every opportunity."

CT 264, 265 "Rules for the conduct of those who attend are necessary, and the students should act in harmony with these regulations. No student should think that because he has been allowed to rule in the home, he can rule in the school. ...Each student entering one of our schools should place himself under discipline. Those who refuse to obey the regulations should return to their homes."

CT 265 "Let them give the teachers their sympathy and co-operation....Let them harness their wrong habits, and exert all their influence on the right side. Let them remember that the success of the school depends upon their consecration and sanctification, upon the holy influence they feel bound to exert....When asked to go contrary to the rules of the school, let them answer with a decided NO."

CT 269 "Teachers and students are to come close together in Christian fellowship."

CT 411 "None should be allowed to pursue a course of study that will weaken their faith in the truth....I would warn the students not to advance one step in these lines, not even upon the advice of their instructors or men in positions of authority, unless they have first sought God individually....Let every selfish desire to distinguish yourselves be set aside."

CT 431 "Early in their experience our students should be taught to become Bible workers. Those who are consecrated and teachable may have success in active service for Christ while pursuing their courses of study."

3T 155 "It is the delight of a large class of students, in their unemployed hours, to have a high time. And very many of those who leave their homes innocent and pure, become corrupted by their associations at school."

4T 432 "Those students who profess to love God and obey the truth should possess that degree of self-control and strength of religious principle that will enable them to remain unmoved amid temptations, and to stand up for Jesus in the College, at their boarding-houses, or wherever they may be....Such will exert an influence over their fellow-students which will tell upon the entire school. Those who compose this faithful army will refresh and strengthen the teachers and professors in their efforts, by discouraging every species of unfaithfulness, of discord, and of neglect to comply with the rules and regulations. Their influence will be saving. ..and the influence of their life here will tell throughout the ceaseless ages of eternity."

4T 433 "They must then answer for the influence they have exerted against the school, one of God's instrumentalities, and for making the colored statements which have prevented youth from coming to the College." (Speaking of parents defending their son against school discipline. But this would also apply to students.)

4T 434 "If youth could see that in complying with the laws and regulations of our institutions they are only doing that which will improve their standing in society, elevate the character, ennoble the mind, and increase their happiness, they would not rebel against just rules and wholesome requirements, nor engage in creating suspicion and prejudice against these institutions."

5T 36 "Students should not be encouraged in their faultfinding. This complaining spirit will increase as it is encouraged, and students will feel at liberty to criticize the teachers who do not meet their liking, and a spirit of dissatisfaction and strife will rapidly increase. This must be frowned down, until it shall become extinct."

6T 171 "To each student in the (school) home I would say, Be true to home duties. Be faithful in the discharge of little responsibilities....Heed every suggestion made by the teacher, but do not make it a necessity always to be told what to do. Discern for yourself....In doing your duties promptly, neatly, faithfully, you are missionaries. You are bearing witness for Christ."

6T 172 "These who shut themselves up within themselves, who are unwilling to be drawn upon to bless others by friendly associations, lose many blessings; for by mutual contact minds receive polish and refinement; by social intercourse, acquaintances are formed and friendships contracted which result in a unity of heart and an atmosphere of love which is pleasing in the sight of heaven."

6T 172, 173 "Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions....They should be taught to manifest Christian interest, sympathy, and love for their youthful companions, and endeavor to draw them to Jesus."

"Thus even while attending school, students may, if true to their profession, be living missionaries for God. All this will take time; but the time thus employed is profitably spent."

6T 174 "If every student composing the school family would make an effort to restrain all unkind and uncourteous words, and speak with respect to all; if he would bear in mind that he is preparing to become a member of the heavenly family; if he would guard his influence by sacred sentinels, that it should not scatter away from Christ; if he would endeavor to have every act of his life show forth the praises of Him who has called him out of darkness into His marvelous light, what a reformatory influence would go forth from every school home!"

6T 179 "More depends upon consecrated activity and perseverance than upon genius and booklearning."

6T 179 "Different teachers should be appointed to oversee a number of students in their work, and should work with them....Proper students also should in this way be educated to bear responsibilities, and to be laborers together with the teachers. All should counsel together as to the very best methods of carrying on the work."

7T 275 "Students, co-operate with your teachers. As you do this, you give them hope and courage. You are helping them, and at the same time you are helping yourselves to advance. Remember that it rests largely with you whether your teachers stand on vantage-ground, their work an acknowledged success."

7T 275 "Precious are the opportunities offered you during the time you spend in school. Make your student life as perfect as possible. It rests with you yourself whether your work shall be a success or a failure."

7T 275 "If you have a fellow-student who is backward, explain to him the lesson that he does not understand. This will aid your own understanding. Use simple words; state your ideas in language that is clear and easy to be understood."

7T 276 "By helping your fellow-student, you help your teachers. And often one whose mind is apparently stolid will catch ideas more quickly from a fellow-student than from a teacher....

"In your school life you may have opportunity to tell the poor and ignorant of the wonderful truths of God's word. Improve every such opportunity. The Lord will bless every moment spent in this way."

DA 153 "Christ is pleased with His followers when they show that, though human, they are partakers of the divine nature. They are not statues, but living men and women. Their hearts, refreshed by the dews of divine grace, open and expand to the Sun of Righteousness. The light that shines upon them they reflect upon others in works that are luminous with the love of Christ."

MH 402 "As they learn, let them impart their knowledge....It is the use they make of knowledge that determines the value of their education. To spend a long time in study, with no effort to impart what is gained, often proves a hindrance rather than a help to real development."

MH 495, 496 "All who profess to be children of God should bear in mind that as missionaries they will be brought into contact with all classes of minds. There are the refined and the coarse, the humble and the proud, the religious and the skeptical, the educated and the ignorant, the rich and the poor. These varied minds cannot be treated alike; yet all need kindness and sympathy. By mutual contact our minds should receive polish and refinement. We are dependent upon one another, closely bound together by the ties of human brotherhood.

'Heaven forming each on other to depend,

A master or a servant or a friend,

Bids each on other for assistance call;

'Till one man's weakness grows the strength of all.'

"It is through the social relations that Christianity comes in contact with the world. Every man or woman who has received the divine illumination is to shed light on the dark pathway of those who are unacquainted with the better way. Social power, sanctified by the Spirit of Christ, must be improved in bringing souls to the Saviour. Christ is not to be hid away in the heart as a coveted treasure, sacred and sweet, to be enjoyed solely by the possessor. We are to have Christ in us as a well of water, springing up into everlasting life, refreshing all who come in contact with us."

MY 403 "The example of Christ in linking Himself with the interests of humanity should be followed by all who preach His word, and by all who have received the gospel of His grace. We are not to renounce social communion. We should not seclude ourselves from others. In order to reach all classes, we must meet them where they are. They will seldom seek us of their own accord. Not alone from the pulpit are the hearts of men touched by divine truth. There is another field of labor, humbler, it may be, but fully as promising. It is found in the home of the lowly, and in the mansion of the great; at the hospital board, and in gatherings for innocent social enjoyment.

"As disciples of Christ we shall not mingle with the world from a mere love of pleasure, to unite with them in folly. Such associations can result only in harm. We should never give sanction to sin by our words or our deeds, our silence or our presence. Wherever we go, we are to carry Jesus with us, and to reveal to others the preciousness of our Saviour. But those who try to preserve

their religion by hiding it within stone walls lose precious opportunities of doing good. Through the social relations, Christianity comes in contact with the world. Every one who has received the divine illumination is to brighten the pathway of those who know not the Light of life."

UNIT 16. SUMMARY
Social Life

1. Social life is an important phase of education.
2. God has designed that our lives should be happy.
3. Our social appointments should be uplifting.
4. Courtesy, sympathy, and consideration should characterize our relationships.
5. Recreation, relaxation from our regular work, and outings or vacations out in the arms of nature are refreshing and rebuild body and spirit.
6. Young and old should join in play.
7. Vesper services and the Sabbath should be special times of happy relationships.
8. In schools close teacher-student cooperation is invaluable.
9. At times parents and teachers should get together socially.

UNIT 17. RIVALRY

ED 225, 226 "Character building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confront them today.

"At such a time as this, what is the trend of the education given? To what motive is appeal most often made? To self-seeking. Much of the education given is a perversion of the name. In true education the selfish ambition, the greed for power, the disregard for the rights and needs of humanity, that are the curse of our world, find a counterinfluence. God's plan of life has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor. In God's plan there is no place for selfish rivalry. Those who measure themselves by themselves and compare themselves among themselves, are not wise. II Corinthians 10:12. Whatever we do is to be done 'as of the ability which God giveth'. 1 Peter 4:11. It is to be done 'heartily, as to the Lord, and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance; for ye serve the Lord Christ'. Colossians 3:23, 24. Precious the service done and the education gained in carrying out these principles. But how widely different is much of the education now given! From the child's earliest years it is an appeal to emulation and rivalry; it fosters selfishness, the root of all evil.

"Thus is created strife for supremacy; and there is encouraged the system of 'cramming', which in so many cases destroys health and unfits for usefulness. In many others, emulation leads to dishonesty; and by fostering ambition and discontent, it embitters the life and helps to fill the world with those restless, turbulent spirits that are a continual menace to society."

ED 237 "One of the characteristics that should be especially cherished and cultivated in every child is that self-forgetfulness which imparts to the life such an unconscious grace."

ED 237 "Children need appreciation, sympathy, and encouragement, but care should be taken not to foster in them a love of praise. It is not wise to give them special notice, or to repeat before them their clever sayings."

FE 30 Parent's anxiety should not be "to know how they can educate their children so that they will be praised and honored of the world, but how they can educate them to form beautiful characters that God can approve".

FE 286 "In our institutions of learning there was to be exerted an influence that would counteract the influence of the world, and give no encouragement to indulgence in appetite, in selfish gratification of the senses, in pride, ambition, love of dress and display, love of praise and flattery, and strife for high rewards and honors as a recompense for good scholarships. All this was to be discouraged in our schools."

FE 304 "Do not receive flatter, even in your religious life. Flattery is an art by which Satan lieth in wait to deceive and puff up the human agent with high thoughts of himself. 'Beware lest any man spoil you through philosophy and vain deceit, after the tradition of man, after the rudiments of the world, and not after Christ.' Flatter has been the food upon which many of our youth have been nourished; and those who have praised and flattered have supposed that they were doing right; but they have been doing wrong. Praise, flattery, and indulgence have done more toward leading precious souls into false paths, than any other art that Satan has devised."

FE 304 "Flattery is a part of the world's policy, but it is no part of Christ's policy. Through flattery poor human beings, full of frailty and infirmities, come to think that they are efficient and worthy, and become puffed up in their fleshly mind. They become intoxicated with the idea that they possess ability beyond what they do have, and their religious experience becomes unbalanced. Unless in the Providence of God they shall be turned from these deceptions, and become converted, and learn the A B C of religion in the school of Christ, they will lose their souls."

FE 304 "Many a youth has been flattered that he has ability as a natural gift; when the ability he thinks he has, can be attained only through diligent training and culture, learning the meekness and lowliness of Christ. Believing he is naturally gifted, he thinks there is no necessity of putting his mind to the task of mastering his lessons; and before he is aware, he is fast in the snare of Satan. God permits him to be attacked by the enemy, in order that he may understand his own weakness. He is permitted to make some decided blunder, and is plunged into painful humiliation. But when he is writhing under a sense of his own weakness, he is not to be judged harshly."

FE 349 "Let the glory of the Lord be your first consideration. Repress every desire for worldly distinction, every ambition to secure the first place. Encourage heart purity and holiness, that you may represent the true principles of the gospel."

FE 401 "Greatness and rank were nothing to Him, and He selected the lowest and most humble walk of life."

FE 501 "Their danger is in holding the truth in light esteem, thus leaving upon minds the impression that it is of little consequence what we believe, if, by carrying out plans of human devising, we can exalt ourselves before the world as holding a superior position, as occupying the highest seat."

CT 235 "The Savior does not ask how much favor you have with the world, how much praise you are receiving from human lips; but He does ask you to live so that He can put His seal upon you."

CT 270 "More harm than good results from the practice of offering prizes and rewards. By it the ambitious pupil is stimulated to greater effort. Those whose mental powers are already too active for their physical strength are urged on to grasp subjects too difficult for the young mind."

3T 185 "I would warn my brethren and sisters never to flatter persons because of their ability; for they cannot bear it. Self is easily exalted, and in consequence, persons lose their balance. I say again to my brethren and sisters, if you would have your souls clean from the blood of all men, never flatter, never praise the efforts of poor mortals; for it may prove their ruin. It is unsafe, by our words and actions, to exalt a brother or sister, however apparently humble may be their deportment."

3T 224 "Young men, you cannot afford to sacrifice your eternal interests for your school studies. Your teachers may stimulate you by applause, and you may be deceived by the sophistry of Satan. You may be led on step by step to seek to excel, and to obtain the approbation of your teachers, but your knowledge in

the divine life, in experimental religion, will grow less and less. Your names will stand registered before the holy, exalted angels, and before the Creator of the universe, and Christ, the Majesty of Heaven, in a very poor light. Opposite them will be a record of sins, of mistakes, failures, neglects, and such ignorance in spiritual knowledge that the Father, and his Son, Jesus our advocate, and ministering angels, will be ashamed to own you as children of God."

3T 225, 226 "You love approbation. If you gain this in an honorable way, it is not so sinful, but you are in danger of deceiving yourself and others; you need to be guarded on this point, and see that you earn all the approval you receive. If you are approved because of your sound principles and moral worth, this is your gain. But if you are petted, and courted, and flattered because you can make bright speeches and apt remarks, and because you are cheerful, lively, and witty, and not because of intellectual and moral worth, you will be looked upon by sensible, godly men and women as an object of pity rather than envy. You should be guarded against flattery. Whoever is foolish enough to flatter you, cannot be your true friend. Your true friends will caution, entreat, and warn you, and reprove your faults."

3T 532 "Whenever the mother can speak a word of commendation for the good conduct of her children, she should do so. She should encourage them by words of approval and looks of love. These will be as sunshine to the heart of a child, and will lead to the cultivation of self-respect and pride of character. Sister J should cultivate love and sympathy. She should manifest tender affection for the motherless children under her care. This would be a blessing to these children of God's love, and would be reflected back upon her in affection and love."

4T 65 "Speak words of commendation to your husband, your child, your sister, and to all with whom you are associated. Continual censure blights and darkens the life of any one."

4T 223 "The love of praise has corrupted many hearts."

4T 223 "It is a wicked pride that delights in the vanity of one's own works, that boasts of one's excellent qualities, seeking to make others seem inferior in order to exalt self, claiming more glory than the cold heart is willing to give to God."

4T 375 "If all the proud and vainglorious, whose hearts are panting for the applause of men and for distinction above their fellows, could rightly estimate the value of the Son of God, rejected, despised, spit upon, by the very ones whom he came to redeem, how insignificant would appear all the honor that finite man can bestow."

4T 567 "Be not elated by flattery nor depressed by faultfinding."

4T 607 "Every man who praises himself, brushes the luster from his best efforts."

5T 16 "When men permit themselves to be flattered and exalted by Satan, the Lord can do little for them or through them."

5T 75 "Our people are making very dangerous mistakes. We cannot praise and flatter any man without doing him a great wrong; those who do this will meet with serious disappointment. They trust too fully to finite man, and not enough to God who never

errs. The eager desire to urge men into public notice is an evidence of backsliding from God, and friendship with the world. It is the spirit which characterizes the present day. It shows that men have not the mind of Jesus; spiritual blindness and poverty of soul have come upon them. Often persons of inferior minds look away from Jesus to a merely human standard, by which they are not made conscious of their own littleness, and hence have an undue estimate of their own capabilities and endowments. There is among us as a people an idolatry of human instrumentalities and mere human talent, and these even of superficial character. We must die to self, and cherish humble, childlike faith. God's people have departed from their simplicity. They have not made God their strength, and they are weak and faint, spiritually."

5T 478 "Be especially guarded against becoming a tool in the hands of the enemy to divert the minds of any--men and women, or children--from an entire surrender of themselves to God and to the great work for this time. Beware of flattering the young by holding out to them the prospect of financial gain, wonderful educational advantages, or great personal achievements. Flattering words are sweet to the unconsecrated heart, and some who think they are standing firm, are dazed, allured, and intoxicated with hopes that will never be realized. A great wrong has been done in this way. All should think and speak modestly of their own capabilities, and should be careful not to encourage pride and self-esteem in others."

5T 595 "I am pained when I see men praised, flattered, and petted....They are exalted to heaven in the estimation of finite beings, who read only from outward appearance."

7T 100, 101 "Never are we to rely on worldly recognition and rank. Never are we, in the establishment of institutions, to try to compete with worldly institutions in size or splendor. We shall gain the victory, not by erecting massive buildings, in rivalry with our enemies, but by cherishing a Christlike spirit--a spirit of meekness and lowliness. Better far the cross and disappointed hopes, with eternal life at last, than to live with princes and forfeit heaven."

7T 173, 174 "There should be no rivalry between our publishing houses." If this spirit is indulged, the missionary spirit will be crowded out. Managers of our institutions should never, in the slightest degree, attempt to take advantage of each other. The spirit of Satan prompts such effort.

8T 52 "There were some who were striving for the mastery, each trying to excel the other in the swift running of their bicycles. There was a spirit of strife and contention among them as to which should be the greatest. The spirit was similar to that manifested in the baseball games on the college ground. Said my Guide: 'These things are an offense to God.' "

ISM 259, 260 "Then as the children of God are one in Christ, how does Jesus look upon caste, upon society distinctions, upon the division of man from his fellow men, because of color, race, position, wealth, birth, or attainments? The secret of unity is found in the equality of believers in Christ. The reason for all division, discord, and difference is found in separation from Christ. Christ is the center to which all should be attracted; for the nearer we approach the center, the closer we shall come together in feeling, in sympathy, in love, growing into the character and image of Jesus. With God there is no respect of persons.

"Jesus knew the worthlessness of earthly pomp, and He gave no attention to its display. In His dignity of soul, His elevation of character, His nobility of principle, He was far above the vain fashions of the world. Although the prophet describes Him as 'despised and rejected of man; a man of sorrows and

acquainted with grief' (Isa. 53:3), He might have been esteemed as the highest among the noble of the earth. The best circles of human society would have courted Him, had He condescended to accept their favor, but He desired not the applause of men, but moved independent of all human influence. Wealth, position, worldly rank in all its varieties and distinctions of human greatness, were all but so many degrees of littleness to Him who had left the honor and glory of heaven, and who possessed no earthly splendor, indulged in no luxury, and displayed no adornment but humility."

2SM 322 "I do not condemn the simple exercise of playing ball....It leads to an outlay of means that should be expended in bringing the light of truth to souls that are perishing out of Christ. The amusements and expenditures of means for self-pleasing, which lead on step by step to self-glorifying, and the education in these games for pleasure, produce a love and passion for such things that is not favorable to the perfection of Christian character."

2SM 323 "I do not think, from the way the matter has been presented to me, that your ball games are so conducted that the record of the students will be of that character, in the estimation of Him who weighs action, that will bring reward to the actors."

COL 101, 102 "The word of God is to have a sanctifying effect on our association with every member of the human family. The leaven of truth will not produce the spirit of rivalry, the love of ambition, the desire to be first. True, heaven-born love is not selfish and changeable. It is not dependent on human praise. The heart of him who receives the grace of God overflows with love for God and for those for whom Christ died. Self is not struggling for recognition. He does not love others because they love and please him, because they appreciate his merits, but because they are Christ's purchased possession. If his motives, words, or actions are misunderstood or misrepresented, he takes no offense, but pursues the even tenor of his way. He is kind and thoughtful, humble in his opinion of himself, yet full of hope, always trusting in the mercy and love of God."

COL 161, 162 "We need to shun everything that would encourage pride and self-sufficiency; therefore we should beware of giving or receiving flattery or praise. It is Satan's work to flatter. He deals in flattery as well as in accusing and condemnation. Thus he seeks to work the ruin of the soul. Those who give praise to men are used by Satan as his agents. Let the workers for Christ direct every word of praise away from themselves. Let self be put out of sight. Christ alone is to be exalted. 'Unto Him that loved us, and washed us from our sins in His own blood', let every eye be directed, and praise from every heart ascend."

COL 331, 332 "Many whom God has qualified to do excellent work accomplish very little, because they attempt very little. Thousands pass through life as if they had no definite object for which to live, no standard to reach. Such will obtain a reward proportionate to their works.

"Remember that you will never reach a higher standard than you yourself set. Then set your mark high, and step by step, even though it be by painful effort, by self-denial and sacrifice, ascend the whole length of the ladder of progress. Let nothing hinder you. Fate has not woven its meshes about any human being so firmly that he need remain helpless and in uncertainty. Opposing circumstances should create a firm determination to overcome them. The breaking down of one barrier will give courage to go forward. Press with determination in the right direction, and circumstances will be your helpers, not your hindrances."

RIVALRY

COL 332 "A character formed according to the divine likeness is the only treasure that we can take from this world to the next. Those who are under the instruction of Christ in this world will take every divine attainment with them to the heavenly mansions and in heaven we are continually to improve. How important, then, is the development of character in this life."

COL 332 "Be ambitious, for the Master's glory, to cultivate every grace of character. In every phase of your character-building you are to please God. This you may do; for Enoch pleased Him, though living in a degenerate age. And there are Enochs in this our day."

DA 436 "Those who were actuated by pride and love of distinction were thinking of themselves and of the rewards they were to have, rather than how they were to render back to God the gifts they had received. They would have no place in the kingdom of heaven, for they were identified with the ranks of Satan."

DA 649, 650 "In His life and lessons, Christ has given a perfect exemplification of the unselfish ministry which has its origin in God. God does not live for Himself. By creating the world, and by upholding all things, He is constantly ministering for others. 'He maketh His sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.' (Matt. 5:45) This ideal of ministry God has committed to His Son. Jesus was given to stand at the head of humanity, that by His example He might teach what it means to minister. His whole life was under a law of service. He served all, ministered to all. Thus He lived the law of God, and by His example showed how we are to obey it.

"Again and again Jesus had tried to establish this principle among His disciples. When James and John made their request for pre-eminence, He had said, 'Whosoever will be great among you, let him be your minister.' (Matt. 20:26) In My kingdom the principle of preference and supremacy has no place. The only greatness is the greatness of humility. The only distinction is found in devotion to the service of others."

CG 38, 39 "Give children but little notice. Let them learn to amuse themselves. Do not put them on exhibition before visitors as prodigies of wit or wisdom, but leave them as far as possible to the simplicity of their childhood. One great reason why so many children are forward, bold, and impertinent is they are noticed and praised too much, and their smart, sharp sayings repeated in their hearing. Endeavor not to censure unduly, nor to overwhelm with praise and flattery. Satan will all too soon sow evil seed in their young hearts, and you should not aid him in his work."

CT 249 "In God's plan there is no place for selfish rivalry. Those who measure themselves by themselves, and compare themselves among themselves, are not wise. (2 Cor. 10:12) Whatever we do is to be done 'as of the ability which God giveth'. (1 Peter 4:11) It is to be done 'heartily, as to the Lord, and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance: for ye serve the Lord Christ'. (Col. 3:23, 24) Precious the service done and the education gained in carrying out these principles. But how widely different is much of the education now given! From the child's earliest years it is an appeal to emulation and rivalry; it fosters selfishness, the root of all evil."

CH 384 "While brought in contact with the world, you should be on your guard that you do not seek too ardently for the applause of men and live for their opinion."

CH 384 "Be not elated by flattery nor depressed by fault-finding. Satan will tempt you to pursue such a course that you may be admired and flattered; but you should turn away from his devices."

CSW 182 "We should not seek to imitate Sunday schools, nor keep up the interest by offering prizes. The offering of rewards will create rivalry, envy, and jealousy; and some who are the most diligent and worthy will receive little credit. Scholars should not try to see how many verses they can learn and repeat; for this brings too great a strain upon the ambitious child, while the rest become discouraged."

MH 197 "Jesus did not seek the admiration or the applause of men."

MM 48 "There shall be no rivalry. Variance and rivalry are even more offensive to God when manifest among physicians than among those who claim to be called to the ministry; for the godly physician is Christ's ambassador to hold forth the word of life to suffering ones, who are letting go their hold of this life."

PP 21, 22 "Flattered by the favor with which his advances were received, he (Lucifer) hoped to win all the angels to his side, to become equal with God Himself, and to be obeyed by the entire host of heaven."

PP 769 "The Bible has little to say in praise of men. Little space is given to recounting the virtues of even the best men who have ever lived. This silence is not without purpose; it is not without a lesson. All the good qualities that men possess are the gift of God; their good deeds are performed by the grace of God through Christ. Since they owe all to God, the glory of whatever they are or do belongs to Him alone; they are but instruments in His hands. More than this--as all the lessons of Bible history teach--it is a perilous thing to praise or exalt men; for if one comes to lose sight of his entire dependence on God, and to trust to his own strength, he is sure to fall. Man is contending with foes who are stronger than he. 'We wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against wicked spirits in high places.' (Ephesians 6:12). It is impossible for us in our own strength to maintain the conflict; and whatever diverts the mind from God, whatever leads to self-exaltation or to self-dependence, is surely preparing the way for our overthrow. The tenor of the Bible is to inculcate distrust of human power and to encourage trust in divine power."

PP 769 "It was the spirit of self-confidence and self-exaltation that prepared the way for David's fall. Flattery and the subtle allurements of power and luxury were not without effect upon him."

TM 250, 251 "Self-sufficiency must be overcome. Love of applause must be seen as a snare. There is always danger of making grave blunders through conceit of our own wisdom and qualifications. Let these qualifications reveal their true value, and they will be appreciated."

Seventh-day Adventists are not the only people who warn against the evils of rivalry and competition and urge teachers to choose cooperation instead. Note the following articles:

"COMPETITION VS. COOPERATION IN SCHOOL"

"Competition and cooperation are two of the ways in which we interact with other human beings. From earliest infancy on and throughout most of our life, many different influences tend to re-enforce the competitive aspect of our lives. Even before they begin school, brothers and sisters are often pitted against one another, encouraged to outdo one another in tests of strength or skill by their parents. In school, the process is continued. Pupils are constantly contending for the highest grades, for the awards and prizes, for the increased status, that are bestowed on the most successful. Athletic contests re-enforce this tendency. It is an alarming emphasis. Competition for grades in college is a source of marked anxiety to many and may become so intense that some students strive not so much to learn as to get certain grades regardless of whether they have to cheat or crib in the process.

"Fuller and Baker² point out the following consequences of excessive competition among secondary pupils: (1) Slow learners despair and grow discouraged as they begin to fall behind their mates. (2) Average students are under constant strain and stress to keep up their work. (3) The brightest pupils develop exaggerated feelings of superiority (and laxity). (4) Different students in the various progress brackets develop an attitude of 'aggressive non-cooperation' toward others in their group in an effort to maintain their relative positions in the group.

"On the other hand, when the pupils are placed in situations that call for them to cooperate, the following characteristics in their behavior are observed: (1) The students work together in setting the goal and planning ways of achieving it. (2) They cooperate in all efforts necessary to attain the goal. (3) All share alike in the responsibilities for success or failure. (4) All become more goal-centered rather than self-centered in the pursuit of the task. In the cooperative situation, we see a tendency toward mutual aid and understanding and identification with the group effort, as against the emotional reactions of fear, hostility, and anger so frequently generated in intensively competitive situations."¹

"MUST THERE ALWAYS BE A WINNER?"

An Editorial by Charles A. Bucher in
"Recreation", October 1956, pp. 364, 365.

"America is rapidly becoming a nation of 'winners'. Do we ever stop to realize what we are doing in always stressing the winner? We are glorifying and publicizing a few talented individuals at the expense of many. We are interpreting success to mean blue ribbons, trophies, high grades, purses, power, prestige, and material possessions. Children are growing up with the feeling they must prove superiority and be a winner rather than just participate and live for the values inherent in an activity and in life itself.

¹Lehner, George F. J. and Kube, Ella, The Dynamics of Personal Adjustment, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1956, pp. 250-251.

²J. J. Fuller and J. N. Baker, "Competition vs. Cooperation in the Classroom", Secondary Education, Vol. 8, 1939, pp. 134-137.

"The alarming and shocking part of this consuming desire to be 'on top' is that the schools are largely to blame. The nation's centers of learning are continually urging youngsters to prove themselves superior to their classmates.

"What happens to children in this mad race for first place, prizes, awards, prestige, and power? Experts tell us that some can participate in an activity, and accept inability to excel, better than others can. Some take it as a matter of fact. Others become overly ambitious and frequently high-strung and nervous. They fight and push ahead, continually striving to achieve and excel more and more.

"Dr. Arthur T. Jersild of Columbia University, noted authority in the field of child psychology, says, 'Competitive attitudes acquired in childhood frequently make life harder at the adult level. A person may be so driven that he is unable to enjoy his work or his play but is compelled instead with each new success to expend new effort in protecting his reputation and in increasing his power.'

"On the other hand, the individual who never wins often becomes discouraged and views himself a failure in the eyes of the world. He may give up entirely, throw up his hands and say, 'It's just no use.' Children lose the feeling of belonging and security, and often take on a defeatist attitude, when they fail to achieve in accordance with adult standards.

"There are other evils which make the practice of stressing the 'Winner' educationally unsound. This is true especially in the area of sports. Undue pressure is placed on the participants, parents become overenthusiastic, immature children become overstimulated, the health of the individual is overlooked, excessive publicity oftentimes is bad for the 'star' contestant or the 'star' team, unsportsmanlike play is resorted to, and a sound standard of values is disregarded.

"Stressing 'winners' has had an unfavorable influence in international athletic relations. During the last Olympic games, American sportswriters kept a day-to-day tally on points, playing up the rivalry between the U.S.S.R. and the United States, trying to give the American public what it wanted--a winner. The world criticized the Nazis for the same thing when the games were held in Berlin.

"The Olympics were never meant to be a contest to prove the superiority of one nation over the other. They were designed to promote international good-will--not to tear it down. As Baron Pierre de Coubertin, founder of this modern international festival, said, 'The important thing in the Olympic Games is not winning, but taking part; the essential thing in life is not conquering, but fighting well.'

"This desire to prove superiority, engendered in the school, does not end there or with children or youth. It carries over into adult years and distorts the real values that life has to offer. This is reflected in the stress on material possessions so evident in society, the desire to make the 'social register', and the struggle to keep up with the Joneses.

"But the schools and parents can show young people what the real values in life are. Children then will realize that rewards do not come only to those who win first place.

"Boss Kettering, vice-president and head of research for General Motors, is quoted as saying, 'If only there were a million more boys being taught what it takes to be a researcher, what a world this could be! Think of the poor kids, from the

time they start to school, they're examined three or four times a year, and if they flunk, it's a disgrace. If they fail once, they're out. In contrast, all research is 99.9 per cent failure and if you succeed once, you're in. Here's what we ought to teach them: The only time you don't want an experiment to fail is the last time you try it.'

"Schools should stress that the real values in life come from participating. A child should realize that joy and satisfaction come regardless of whether he gets top billing or is in charge of stage props. Instead of working only for the 'A' in an English essay, youngsters should be more aware of trying to improve their ability to convey their ideas and thoughts to others.

"And, instead of being obsessed with the idea of winning a loving cup, symbolic of supremacy, the coach and team should be more concerned with the development of worthwhile skills, strength, of healthy bodies and sportsmanship.

"It is encouraging to find that some schools are recognizing the evils associated with the practice of always having 'winners'.

"A superintendent of schools in a midwestern state was disturbed that only a few students were 'getting the breaks' in school-activity programs. His schools now conduct the kind of program in which every student is given an opportunity to participate in dramatics, dancing, singing, art, archery, or one of the many other activities. 'Everyone gets into the act,' he says. And, as a result, 'They are learning to work out problems together; they are gaining respect for the achievements of others; they are...getting the kind of experience that will make them worthwhile, resourceful citizens'.

"Perhaps these are signs that, in the years to come, the success of a school will not be judged by the number of political leaders, business tycoons, and 'All-American' athletes it turns out, but by the number of well-adjusted, useful, and happy individuals it sends into the community. At the same time, hospitals will lose a lot of patients, athletic stadiums will have fewer seats in the stands but more participants on the field, and Cadillac dealers will sell to the Joneses instead of those who are trying to keep up with them."

UNIT 17. SUMMARY

Rivalry

1. Luke 9:46-48 "Then there arose a reasoning among them, which of them should be greatest. And Jesus, perceiving the thought of their heart, took a child, and set him by Him, And said unto them, 'Whosoever shall receive this child in My name receiveth Me: and whosoever shall receive Me receiveth Him that sent Me: for he that is least among you all, the same shall be great.'"
2. Flattery and praise are frowned on.
3. Quiet Christian commendation is favored.
4. Rivalry and competition are frowned on.
5. Cooperation is favored.
6. 1 Peter 5:5 says: "God resisteth the proud, and giveth grace to the humble."
7. Pride is frowned upon by God, but humility is precious in His sight.

UNIT 18. RECREATION

ED 195-201 A chapter on the study of physiology as related to mind, character, and health.

ED 207 "There is a distinction between recreation and amusement. Recreation... tends to strengthen and build up...and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure and is often carried to excess; it absorbs the energies that are required for useful work."

ED 210 "Some of the most popular amusements, such as football and boxing, have become schools of brutality."

ED 210 "The tendency of most athletic sports is a subject of anxious thought to those who have at heart the well-being of the youth."

ED 210 "The games that occupy so much of his time are diverting the mind from study. They are not helping to prepare the youth for practical, earnest work in life. Their influence does not tend toward refinement, generosity, or real manliness."

ED 210 "Gymnastic exercises fill a useful place in many schools; but without careful supervision they are often carried to excess. In the gymnasium many youth, by their attempted feats of strength, have done themselves lifelong injury."

ED 210, 211 "Other athletic games, though not so brutalizing, are scarcely less objectionable because of the excess to which they are carried. They stimulate the love of pleasure and excitement, thus fostering a distaste for useful labor, a disposition to shun practical duties and responsibilities. They tend to destroy a relish for life's sober realities and its tranquil enjoyments. Thus the door is opened to dissipation and lawlessness, with their terrible results."

ED 217 "To a great degree" manual training "would supply the place of the gymnasium".

ED 278 "Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind; and the teacher's example will inspire his pupils with interest in, and respect for, manual labor."

ED 278 "He (the teacher) should be temperate in all things; in diet, dress, labor, recreation, he is to be an example."

FE 21, 22 "In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscles and brains, they should be much in the open air, and have well-regulated employment and amusement."

FE 22 "The exercise of the brain in study, without corresponding physical exercise, has a tendency to attract the blood to the brain, and the circulation of the blood through the system becomes unbalanced."

FE 63 "Parents, unless you know that their surroundings are unexceptionable, do not permit your children to go into the streets after nightfall to engage in outdoor sports, or to meet other boys for amusement."

FE 75 "Such useful labor will supply the place of croquet, archery, dancing, and other amusements which benefit no one."

FE 84 "Christians have many sources of happiness at their command, and they may tell with unerring accuracy what pleasures are lawful and right. They may enjoy such recreations as will not dissipate the mind or debase the soul, such as will not disappoint, and leave a sad after-influence to destroy self-respect or bar the way to usefulness. If they can take Jesus with them, and maintain a prayerful spirit, they are perfectly safe."

FE 116 Teachers should join students in amusements and exercise.

FE 221 "The amusements are doing more to counteract the working of the Holy Spirit than anything else, and the Lord is grieved."

FE 225 "The students that have had their minds deeply excited in their games, are not in the best condition to receive the instruction, the counsel, the reproof, most essential for them in this life and for the future immortal life."

FE 228 "Diligent study is essential, and diligent hard work. Play is not essential."

FE 229 "I have not been able to find one instance where He educated His disciples to engage in amusement of football or pugilistic games, to obtain physical exercise, or in theatrical performances."

FE 303 The best guide to know whether a certain game is good or not: "Do the games in which you participate fit you to engage in prayer and in the service of God?"

FE 376 "Many allow amusements to have the supremacy."

FE 378 "In plunging into amusements, match games, pugilistic performances, they declared to the world that Christ was not their leader in any of these things."

FE 397 "Those who have this experience (that of close communion with the Holy Spirit) will not condescend to engage in amusements that have been so absorbing and so misleading in their influence, revealing that the soul has not been eating and drinking the words of eternal life."

FE 418 "The greatest benefit is not gained from exercise that is taken as play or exercise merely. There is some benefit derived from being in the fresh air, and also from the exercise of the muscles; but let the same amount of energy be given to the performance of helpful duties, and the benefit will be greater, and a feeling of satisfaction will be realized; for such exercise carries with it the sense of helpfulness and the approval of conscience for duty well done."

FE 512 "If in our school the land were more faithfully cultivated, the buildings more disinterestedly cared for by the students, the love of sports and amusements, which causes so much perplexity in our school work, would pass away."

FE 514 "Worldly amusements and entertainments are to have no place in the life of the Christian."

FE 538, 539 (In Australia) "Part of each day was spent in useful work, the students learning how to clear the land, how to cultivate the soil, and how to build houses, using time that would otherwise have been spent in playing games and seeking amusement. And the Lord blessed the students who thus devoted their time to acquiring habits of usefulness."

CT 83 "If their habits of eating, dressing, and sleeping are in accordance with physical law, they can obtain an education without sacrificing physical and mental health."

CT 83, 84 The students' time for amusement and employment should be regulated "to preserve to them the healthy tone of all the powers of body and mind".

CT 88 "The leisure hours of the students are often occupied with frivolous pleasures, which weaken physical, mental, and moral powers."

CT 108 "Physical training, the development of the body, is far more easily given than spiritual training."

CT 114 "Make their lives as happy as possible. Provide them (the children) with innocent amusements."

CT 115 "Let the mother plan amusement or light work to employ the active hands and minds."

CT 124 "Give some of your leisure hours to your children; associate with them in their work and in their sports, and win their confidence."

CT 274, 275 "The public feeling is that manual labor is degrading, yet men may exert themselves as much as they choose at cricket, baseball, or in pugilistic contests, without being regarded as degraded. Satan is delighted when he sees human beings using their physical and mental powers in that which does not educate, which is not useful, which does not help them to be a blessing to those who need their help. While the youth are becoming expert in games that are of no real value to themselves or to others, Satan is playing the game of life for their souls, taking from them the talents that God has given them, and placing in their stead his own evil attributes. It is his effort to lead men to ignore God. He seeks to engross and absorb the mind so completely that God will find no place in the thoughts. He does not wish people to have a knowledge of their Maker, and he is well pleased if he can set in operation games and theatrical performances that will so confuse the senses of the youth that God and heaven will be forgotten."

CT 281 "All the teachers in a school need exercise, a change of employment."

CT 283 "Those students who allow their minds to be deeply excited over games are not in the best condition to receive the instruction, the counsel, the reproof, most essential to them."

CT 288 Some time each day should be devoted to physical work. "A constant strain on the brain while the muscles are inactive, enfeebles the nerves and gives to students an almost uncontrollable desire for change and amusements."

CT 290 All should engage in physical labor even if they have no need to labor as far as means are concerned.

CT 295 "Time spent in physical labor is not lost."

CT 308 "The greatest benefit is not gained from exercise that is taken as play or exercise merely....Let the same amount of energy be given to the performance of useful work, and the benefit will be greater."

CT 308, 309 "Play is not essential."

CT 333 "Those who are engaged in study should have relaxation....There is great need of temperance in amusements. And the character of these amusements should be carefully and thoroughly considered."

CT 334, 335 The criteria of well-chosen amusements.

CT 335 "There are modes of recreation which are highly beneficial to both mind and body....Recreation in the open air, the contemplation of the works of God in nature, will be of the highest benefit."

CT 337 "Any amusement in which you can engage asking the blessing of God upon it in faith will not be dangerous. But any amusement which disqualifies you for secret prayer, for devotion at the altar of prayer, or for taking part in the prayer meeting, is not safe, but dangerous."

CT 346 "Recreation is needful to those who are engaged in physical labor, and is still more essential for those whose labor is principally mental."

CT 346, 347 "Let several families living in a city or village unite and leave the occupations which have taxed them physically and mentally, and take an excursion into the country, to the side of a fine lake or to a nice grove, where the scenery of nature is beautiful. They should provide themselves with plain, hygienic food, the very best fruits and grains, and spread their table under the shade of some tree or under the canopy of heaven. The ride, the exercise, and the scenery will quicken the appetite, and they can enjoy a repast which kings might envy."

CT 350 "In the night season I was a witness to the performance that was carried on on the school grounds. The students who engaged in the grotesque mimicry that was seen, acted out the mind of the enemy, some in a very unbecoming manner. A view of things was presented before me in which the students were playing games of tennis and cricket. Then I was given instruction regarding the character of these amusements. They were presented to me as a species of idolatry like the idols of the nations.

"There were more than visible spectators on the ground. Satan and his angels were there, making impressions on human minds. Angels of God, who minister to those who shall be heirs of salvation, were also present, not to approve, but to disapprove. They were ashamed that such an exhibition should be given by the professed children of God. The forces of the enemy gained a decided victory, and God was dishonored. He who gave His life to refine, ennoble, and sanctify human beings, was grieved at the performance."

CT 367 Warning against the "bicycle craze".

CT 376 "If they (students) would discard unprofitable amusements and indulgence of appetite, their minds would be clear for the pursuit of knowledge."

CT 549 "We can occupy our minds and our time profitably without trying to devise methods for amusing ourselves. Instead of spending time in playing the games that so many students play, strive to do something for the Master."

1T 269 "God does not own the pleasure-seeker as His follower."

1T 404 "Some such professors (of Christianity) can enter the ballroom, and unite in all the amusements which it affords. Others cannot go to such length as this, yet they can attend parties of pleasure, picnics, donation-parties, and exhibitions. And the most discerning eye would fail to detect in such professed Christians one mark of Christianity. The professed Christian, the profligate, the open scoffer at religion, and the openly profane, all mingle together as one. And God regards them as one in spirit and practice."

1T 514 "There are amusements, such as dancing, card-playing, chess, checkers, etc., which we cannot approve, because Heaven condemns them. These amusements open the door for great evil. They are not beneficial in their tendency, but have an exciting influence, producing in some minds a passion for these plays which lead to gambling and dissipation. All such plays should be condemned by Christians, and something perfectly harmless should be substituted in their place."

1T 565 "There are persons with a diseased imagination to whom religion is a tyrant, ruling them as with a rod of iron. Such are constantly mourning over their depravity, and groaning over supposed evil. Love does not exist in their hearts; a frown is ever upon their countenances. They are chilled with the innocent laughter from the youth or from any one. They consider all recreation or amusement a sin, and think that the mind must be constantly wrought up to just such a stern, severe pitch. This is one extreme. Others think that the mind must be ever on the stretch to invent new amusements and diversions in order to gain health. They learn to depend on excitement, and are uneasy without it. Such are not true Christians. They go to another extreme. The true principles of Christianity open before all a source of happiness, the height and depth, the length and breadth of which are immeasurable. It is Christ in us a well of water springing up into everlasting life. It is a continual well-spring from which the Christian can drink at will, and never exhaust the fountain."

2T 236 "Those who are devoted to amusements, and who love the society of pleasure-seekers, have an aversion to religious exercises."

2T 413 "My brother, your brain is benumbed. A man who disposes of the quantity of food that you do, should be a laboring man. Exercise is important to digestion, and to a healthy condition of body and mind. You need physical exercise. You move and act as if you were wooden, as though you had no elasticity. Healthy, active exercise is what you need. This will invigorate the mind. Neither study nor violent exercise should be engaged in immediately after a full meal; this would be a violation of the laws of the system. Immediately after eating there is a strong draught upon the nervous energy. The brain force is called into active exercise to assist the stomach; therefore, when the mind or body is taxed heavily after eating, the process of digestion is hindered. The vitality of the system, which is needed to carry on the work in one direction, is called away and set to work in another."

3T 78 "Walking, in all cases where it is possible, is the best remedy for diseased bodies, because in this exercise all the organs of the body are brought into use....There is no exercise that can take the place of walking. By it the circulation of the blood is greatly improved."

3T 137 "Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers."

3T 222, 223 "Many youth receive the impression that their early life is not designed for care-taking, but to be frittered away in idle sport, in jesting, in joking, and in foolish indulgences....Their desire for amusement, their love for society and for chatting and laughing, increases by indulgence, and they lose all relish for the sober realities of life, and home duties seem uninteresting....They may inquire, Shall we have no amusement or recreation? Shall we work, work, work, without variation? Any amusement in which they can engage asking the blessing of God upon it in faith, will not be dangerous. But any amusement which disqualifies them for secret prayer, for devotion at the altar of prayer, or for taking part in the prayer-meeting, is not safe, but dangerous."

3T 490 "If physical exercise were combined with mental exertion, the blood would be quickened in its circulation, the action of the heart would be more perfect, impure matter would be thrown off, and new life and vigor would be experienced in every part of the body."

4T 653 "There are modes of recreation which are highly beneficial to both mind and body. An enlightened, discriminating mind will find abundant means for entertainment and diversion, from sources not only innocent, but instructive. Recreation in the open air, the contemplation of the works of God in nature, will be of the highest benefit."

5T 653 "Let the teachers join in the amusements of the children, be one with them, and show that they want them to be happy, and it will give the children confidence. They may be controlled by love, but not by following them at their meals and in their amusements with a stern, unbending severity."

8T 52 "There were some striving for the mastery, each trying to excell the other in the swift running of their bicycles. There was a spirit of strife and contention among them as to which should be the greatest. The spirit was similar to that manifested in the baseball games on the college ground. Said my Guide: 'These things are an offense to God.' "

8T 65 "The frivolity of the young is not pleasing to God. Their sports and games open the door to a flood of temptation."

8T 66 "The exhibitions in the bicycle craze are an offense to God. His wrath is kindled against those who do such things. In these gratifications the mind becomes besotted, even as in liquor drinking. The door is opened to vulgar associations. The thoughts, allowed to run in a low channel, soon pervert all the powers of the being."

9T 89 "The exciting sports--theater-going, horse-racing, gambling, liquor-drinking, and reveling--stimulate every passion to activity."

ISM 131 "When the students at the school went into their match games and football playing, when they became absorbed in the amusement question, Satan saw it a good time to step in and make of none effect the Holy Spirit of God in molding and using the human subject."

ISM 132 "Have not the playing of games, and rewards, and the using of the boxing glove been educating and training after Satan's direction to lead to the possession of his attributes?"

ISM 136 "The place that should have been occupied by Jesus was usurped by your passion for games."

AH 493 "It is the privilege and duty of Christians to seek to refresh their spirits and invigorate their bodies by innocent recreation, with the purpose of using their physical and mental powers to the glory of God."

AH 493 "Our recreations should not be the scenes of senseless mirth, taking the form of the nonsensical. We can conduct them in such a manner as will benefit and elevate those with whom we associate, and better qualify us and them to more successfully attend to the duties devolving upon us as Christians."

AH 499 "I (Mrs. White) do not condemn the simple exercise of playing ball; but this, even in its simplicity, may be overdone.

"I shrink always from the almost sure result which follows in the wake of these amusements. It leads to an outlay of means that should be expended in bringing the light of truth to souls that are perishing out of Christ. The amusements and expenditures or means for self-pleasing, which lead on step by step to self-glorifying, and the educating in these games for pleasure produce a love and passion for such things that is not favorable to the perfection of Christian character."

AH 512 "There is great need of temperance in amusements, as in every other pursuit. And the character of these amusements should be carefully and thoroughly considered. Every youth should ask himself, What influence will these amusements have on physical, mental, and moral health? Will my mind become so infatuated as to forget God? Shall I cease to have His glory before me?"

AH 514 "There are many things which are right in themselves, but which, perverted by Satan, prove a snare to the unwary."

AH 519, 520 "It is God's purpose to manifest through His people the principles of His kingdom. That in life and character they may reveal these principles, He desires to separate them from the customs, habits, and practices of the world....

"Wonderful scenes are opening before us; and at this time a living testimony is to be borne in the lives of God's professed people so that the world may see that in this age, when evil reigns on every side, there is yet a people who are laying aside their will and are seeking to do God's will--a people in whose hearts and lives God's law is written.

"God expects those who bear the name of Christ to represent Him. Their thoughts are to be pure, their words noble and uplifting. The religion of Christ is to be interwoven with all that they do or say....God desires His people to show by their lives the advantage of Christianity over worldliness, to show that they are working on a high, holy plane."

CH 52-54 The importance of physical exercise

CH 171 Out-of-door exercise will work miracles.

CH 173 "More people die for want of exercise than through overfatigue, very many more rust out than wear out." Exercise outside is essential to circulation and health.

CH 189, 190 "Some of the most popular amusements, such as football and boxing, have become schools of brutality. They are developing the same characteristics as did the games of ancient Rome. The love of domination, the pride in mere brute force, the reckless disregard of life, are exerting upon the youth a power to demoralize that is appalling.

"Other athletic games, though not so brutalizing, are scarcely less objectionable because of the excess to which they are carried. They stimulate the love of pleasure and excitement, thus fostering a distaste for useful labor."

CH 197, 198 Card-playing and theatre-going should be prohibited.

CH 199, 200 "Nature's fine mechanism needs to be constantly exercised."

CH 564 Ministers should cultivate gardens for exercise. "They should have periods of rest, of entire freedom from taxing labor."

COL 54 The dangers of city life with its wild pursuit of pleasure and amusement

MH 127 "Pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, trust in divine power--these are the true remedies."

MH 238 "Inactivity is a fruitful cause of disease." Exercise is vital.

MH 238 "Strictly temperate habits, combined with proper exercise, would insure both mental and physical vigor, and would give power of endurance to all brain workers."

MH 240 "Inactivity is the greatest curse that could come upon most invalids. Exercise would in many cases be better for the health than medicine."

MH 382 "If children are well-clothed, it will benefit them to exercise freely in the open air, summer or winter."

MYP 362 "There is a distinction between recreation and amusement. Recreation, when true to the name, re-creation, tends to strengthen and build up. Calling us aside from our ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure, and is often carried to excess; it absorbs the energies that are required for useful work, and thus proves a hindrance to life's true success."

MYP 371 "Satan and his angels are laying their snares for souls. They are working upon the minds of teachers and students to induce them to engage in exercises and amusements which become intensely absorbing, and which are of a character to strengthen the lower passions, and to create appetites and passions that will counteract the operations of the Spirit of God upon human hearts."

MYP 379 "Those who are engaged in study should have relaxation. The mind must not be constantly confined to close thought, for the delicate mental machinery becomes worn. The body as well as the mind must have exercise."

MYP 385 "While we are seeking to refresh our spirits and invigorate our bodies, we are required of God to use all our powers at all times to the best purpose. We can, and should, conduct our recreations in such a manner that we shall be better fitted for the more successful discharge of the duties devolving upon us, and our influence will be more beneficial upon those with whom we associate. We can return from such occasions to our homes improved in mind and refreshed in body, and prepared to engage in the work anew with better hope and better courage."

MYP 385, 386 "Our gatherings should be so conducted, and we should so conduct ourselves, that when we return to our homes we can have a conscience void of offense toward God and man; a consciousness that we have not wounded or injured in any manner those with whom we have been associated, or had an injurious influence over them."

MYP 392 "It is not essential to our salvation, nor for the glory of God, to keep the mind laboring constantly and excessively, even upon religious themes."

PP 101 "The antediluvians gave themselves up to exciting amusements and festivities."

PP 479, 483 It was through festivities that Israel was led into idolatry.

PP 595 "Frivolous amusements, pride of dress, indulgence of appetite, hardened the heart and benumbed the conscience, so that the voice of truth was not heard."

PP 642 "The physical as well as the religious training practiced in the schools of the Hebrews may be profitably studied."

PP 760 "Amusements that have a tendency to weaken the love for sacred things and lessen our joy in the service of God are not to be sought by Christians."

TM 84 "The once earnest Christian who enters into these sports is on the downgrade.... These parties of pleasure and gatherings for exciting sport, made up of those who profess to be Christians, are a profanation of religion and the name of God."

Here is Arthur L. White's summary of the principles concerning
SPORTS IN S.D.A. COLLEGES AND ACADEMIES
From: The Journal of True Education
December 1959, pages 16-18; 30

The question about sports in our schools comes to our office again and again from earnest Seventh-day Adventist teachers and students. We must look at the matter from the standpoint of the fundamental principles involved. Ellen White lays down a basic principle to this study:

There is a distinction between recreation and amusement. Recreation, when true to its name, re-creation, tends to strengthen and build up. Calling us aside from our ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure and is often carried to excess; it absorbs the energies that are required for useful work and thus proves a hindrance to life's true success.¹

I was shown that Sabbathkeepers as a people labor too hard without allowing themselves change or periods of rest. Recreation is needful to those who are engaged in physical labor and is still more essential for those whose labor is principally mental. It is not essential to our salvation, nor for the glory of God, to keep the mind laboring constantly and excessively, even upon religious themes.²

Sister White makes it very clear that it is the duty of Christians to arrange for proper recreation. In Testimonies for the Church, Volume 3, pages 131-160, she states that the Seventh-day Adventist school program should be quite well divided between mental and physical activities. This emphasis stems from the realization that physical activity (1) would lead to strong physical development which is essential; (2) would be the means of preparing young people for the practical things of life, as they would engage in various industries or trades in connection with the school program, and (3) would also be the means of guarding against immorality, for a constant study program without adequate physical exercise lays the foundations for immoral practices.

Thus the church at an early date had the ideal set before it: An educational program well divided between mental and physical activity is to be followed in all our schools.

It was a great disappointment to Ellen White to learn that the brethren chose a small site in the city of Battle Creek for our first college. The vision given to her was of a school in the country, with industry and agriculture, away from the diversions and temptations of the city life, where the practical side of education would be fostered and encouraged. From such a place young people would come forth prepared for life in a world going down in doom, and prepared for service in heralding the message of Jesus' coming again. She wept when she took in the situation at Battle Creek with a college right in town.

As the sports program developed in the schools of the world, it developed in our college in Battle Creek. We had our football teams, our baseball teams, our basketball teams. There was even some boxing. Seventh-day Adventist you, with their background of healthful living and with their lives free from alcohol and tobacco, were able to perform well. But it was not long until the games with other teams of the town, and the teams of other towns, led to great excitement. The interests of a large part of the student body began to diverge from the objective of making every effort count toward an adequate preparation for service, to the cultivation of excitement and pleasure. Had this program continued without being checked by messages from the Lord, our educational program would have been largely offset by the sports program that was beginning to make its way among us.

It was in this setting that Ellen White began to sound the warning in which she mentioned certain games specifically: football, baseball, and boxing. One such message written to the president of Battle Creek College in early 1893 deals with the problem. Revival meetings had been held, at which the Spirit of the Lord was poured out in a special way. Mrs. White wrote in this letter:

When the students at the school went into their match games and football playing, when they became absorbed in the amusement question, Satan saw it a good time to step in and make of none effect the Holy Spirit of God in molding and using the human subject. Had the teachers to a man done their duty, had they realized their accountability, had they stood in moral independence before God, had they used the ability

which God had given them according to the sanctification of the spirit through the love of the truth, they would have had spiritual strength and divine enlightenment to press on and on and upward on the ladder of progress reaching heavenward. The fact is evident that they did not appreciate or walk in the light or follow the Light of the world.

It is an easy matter to idle away; talk and play away, the Holy Spirit's influence. To walk in the light is to keep moving onward in the direction of light. If the one blessed becomes negligent and inattentive and does not watch unto prayer, if he does not lift the cross and bear the yoke of Christ, if his love of amusement and strivings for the mastery absorb his power or ability, then God is not made the first and best and last in everything, and Satan comes in to act his part in playing the game of life for his soul. He can play more earnestly than they can play, and make deep-laid plots for the ruin of the soul.³

At just about this time a medical student in Michigan wrote to Sister White in Australia, inquiring about a number of points. In her reply Sister White took up the question of sports in Battle Creek College. As she did so she laid out the principles involved. I appreciate this statement very much because it helps us to see the real reasons for certain counsels that have been given:

I do not condemn the simple exercise of playing ball; but this, even in its simplicity, may be overdone.

I shrink always from the almost sure result which follows in the wake of these amusements. It leads to an outlay of means that should be expended in bringing the light of truth to souls that are perishing out of Christ. The amusements and expenditures of means for self-pleasing, which lead step by step to self-glorifying, and the educating in these games for pleasure produce a love and passion for such things that is not favorable to the perfection of Christian character.

The way that they have been conducted at the college does not bear the impress of heaven. It does not strengthen the intellect. It does not refine and purify the character. There are threads leading out through the habits and customs and worldly practices, and the actors become so engrossed and infatuated that they are pronounced in heaven as lovers of pleasure more than lovers of God. In the place of the intellect becoming strengthened to do better work as students, to be better qualified as Christians to perform the Christian duties, the exercise in these games is filling their brains with thoughts that distract the mind from their studies....

Is the eye single to the glory of God in these games? I know that this is not so. There is a losing sight of God's way and His purpose. The employment of intelligent beings, in probationary time, is superseding God's revealed will and substituting for it the speculations and inventions of the human agent, with Satan by his side to imbue with his spirit....The Lord God of Heaven protests against the burning passion cultivated for supremacy in the games that are so engrossing.⁴

Sister White's statement in which she says, "I do not condemn the simple exercise of playing ball", should be carefully noted. In other words, there was nothing inherently wrong in playing a game in which a ball was used. But after making this statement she lays out the perils in the sports program. She writes of the expenditure of time and money which is out of proportion, the glorification of the players, and the encouragement of the love of pleasure, until it is written in the books of heaven that they are lovers of pleasure more than lovers of God.

Mrs. White goes on to say, "The way that they have been conducted at the college does not bear the impress of heaven."⁵ I think this sentence tells a good deal. She is writing, of course, about amusements and games at Battle Creek College.

There is no question but that recreation is essential, but as Ellen White saw it, as young people grew older, this recreation could be found in some useful occupation that left something worthwhile in its wake. There were lines of missionary activity that would prove to be true recreation. This is the ideal set before us.

There are healthful methods of exercise that may be planned which will be beneficial to both soul and body. There is a great work to be done and it is essential that every responsible agent shall educate himself to do this work acceptable to God. There is much for all to learn, and there cannot be invented a better use for brain, bone, and muscle than to accept the wisdom of God in doing good, and adopting some human device for remedying the existing evils of this profligate, extravagant age.

It is our duty, ever to seek to do good in the use of the muscles and brain God has given to youth, that they may be useful to others, making their labors lighter, soothing the sorrowing, lifting up the minds of the students from fun and frolic which often carries them beyond the dignity of manhood and womanhood to shame and disgrace. The Lord would have the mind elevated, seeking higher, nobler channels of usefulness.⁶

The emphasis is on useful labor. This is one of the reasons our schools are situated in the country, where there is opportunity for industries and agriculture. This was one of the motivating factors in the establishment of our college in Australia, some seventy-five miles north of the city of Sidney. Sister White took a very active part in the establishment of this school. While she was there assisting in this work, many visions were given to her, opening up more fully the principles that should govern us in the operation of our college.

It was in the setting of the newly established Avondale School that considerable counsel was given on the question of sports. You will find this in Counsels to Parents, Teachers, and Students, pages 348-354. Here again the entire article should be read carefully to see the underlying principles. Australia is a sports-loving land. We may think that America is sports mad, but this situation is much more intensified in Australia. There are three thousand tennis courts in the city of Sidney. When Mark Twain visited Australia and observed the people's love of sports, he exclaimed, "Restful Australia, where every day is a holiday, and when there is not a holiday, there is a horse race."

This perhaps helps us in a sense to see the extent to which the Australians have gone into sports. Ellen White saw clearly that if Seventh-day Adventists were to accomplish their Heaven-assigned task, our schools should be far away from the cities, where the many holidays would make less impact, where they would be away from the excitement of the sports program and the racing.

Our college was located in the country on a tract of fifteen hundred acres of land. In the early days of the work we were putting up our buildings. It was difficult to find help to accomplish all that should be done in the building program and on the farm. Most of the students came from families of limited finances. It was with difficulty that the school found enough money to operate and keep the students on the campus when their parents had little financial support to give. A good spirit existed. The various lines of employment offered gave ample recreation to the young people. There was a program of study and work. Ellen White felt that with the Lord's blessing they had succeeded in separating the young people from the allurements of the world.

Speaking in the union conference session in 1899, she told of the time she saw thousands of people gathered in Sidney because of a cricket match. She said:

While men were playing the game of cricket, and others were watching the game, Satan was playing the game of life for their souls. Therefore we decided to locate our school where the students would not see cricket matches or horse races. We are just where God wants us to be, and many conversions have taken place in this school.⁷

But there came a day when they were to have a holiday; and without considering the far-reaching effects of certain activities, the faculty, largely from America, planned that, following a morning convocation at which Sister White would speak, the afternoon would be spent in games. Money had been collected by some of the students to buy some sports equipment, and the afternoon program blossomed out with activities and games. Some of these games were of a character to create in the hearts of these young people the love of pleasure and an engrossment in sports. It was in these circumstances that the counsel was given that is found today in Counsels to Parents, Teachers, and Students, pages 348-354.

This counsel has led some to feel that it is sinful to engage in any games, especially if a ball is used. A careful reading of Sister White's statement in the light of the principles set forth in the letter to the young man presented above (printed in the Adventist Home), makes it clear that this is not the point. The point at issue is something larger and more far-reaching; the encouragement of the love of pleasure which so easily displaces the love of God. It is the engaging in activities which in themselves may be innocent but may in their infatuations develop into idolatry.

There is a difference between a day of recreation at which certain games may be played and the development of well-trained teams in our schools to engage in a sports program. When Christian young people, members of a church or institution, gather for a day of recreation, they may play certain games. There is no long training period or large outlay of means. A few hours are spent together, the games are over, and the recreation has been profitable. How different this is from a program where the young people spend hours training day after day, where certain players are glorified, and where excitement runs high, competition is keen, and a few young people get the exercise while the others stand by and shout! This is not true recreation. The difference is obvious.

Now we come to the question of intercollegiate sports. When the sports team of one college plays the sports team of another college, the problems which may arise in a limited way in an institution become greatly intensified. The great theme of interest for weeks in advance is the particular game to be played. This brings an excitement and a love of pleasure which take from the minds of the young people the serious things in life, minimizing the importance of preparation for service in a world that is going down to doom.

I talked with one of our physicians last year in West Australia who told me of an experience he had when he was a young man in school. In the light of Sister White's counsel, he and another young man banded together to study what they could do which provided recreation as well as that soul-warming experience of Christian service. In just a short time they sensed the value of Sister White's counsels pointing out the advantage of finding recreation in activities that bring strength to the character as well as to the body.

I realize that as our colleges grow it is more difficult to meet God's ideal of a program of work and study. It is more difficult for the young people to find activities that bring a remuneration on the school campus. But would there not still be many activities that would accomplish something worthwhile for the overall benefit of the student body and the school, even though there might not be financial remuneration?

I recognize the place of the gymnasium on the school campus, as did Ellen White. She points out, "Gymnastic exercises fill a useful place in many schools."⁸ But she stresses the more beneficial recreation found in useful labor. Should we not strive for this? When we do engage in the various games on the campus or in the gymnasium, should we not strive to make the activity one that is purely recreational, one that will not detract from our spiritual experience or our mental attainments?

Let our young people ask themselves these questions: Why do we attend a Christian academy or college? What are our objectives? Are all of our activities contributing toward these objectives? Our students will experience rich blessings as they look at this matter from the standpoint of basic principles.

For further counsel regarding recreation read Education, pp. 207-222; Counsels to Parents, Teachers, and Students, pp. 321-354; Testimonies, Vol. 1, pp. 514-520; and The Adventist Home, pp. 493-530.

¹Ellen G. White, Education, p. 107.

²Ellen G. White, Testimonies, Vol. 1, p. 514.

³Ellen G. White, Selected Messages, Vol. 1, p. 131.

⁴Ellen G. White, The Adventist Home, pp. 499, 500.

⁵Ellen G. White, Ibid., p. 399.

⁶Ellen G. White, Notebook leaflets, Vol. 1, No. 30, p. 2.

⁷Ellen G. White in Australasian Union Conference Record, July 26, 1899.

⁸Ellen G. White, Education, p. 210.

Here are recommendations from the Missionary Volunteer Department
of the General Conference S.D.A., from Missionary Volunteer Recreational Plans.

Any game, however good, is rendered harmful if it is played too much, or played when duty calls elsewhere. Time is a talent for which everyone will be called to give an account. A portion of our time every day may be profitably spent in recreational pursuit, but to spend more time in this manner than is essential to our recreational needs, may easily lead us into a species of idolatry. p. 17.

There are good times in legitimate sports--boating, swimming, horseback riding, hiking, skating (when in the right environment). Where these normal recreational pursuits are not easily available, there are many standard games which, when engaged in for their recreational benefits, are worth while. Among these are volleyball, badminton, baseball, croquet, basketball, horseshoes, quoits, and tennis. The pleasure in all these comes through activity, as God meant it to come; but activity that blesses others most brings us the greatest pleasure. p. 17.

Entertainments and recreations are not the chief end in life; they are means to an end. The recreations we choose either help or hinder the best life of Christ's followers, whether boys and girls or men and women. When we recognize this, we have a means to which to test every form of amusement and recreation that is offered us. To limit our recreations to those that better fit us for our real service for the Master, is not to make a burden of our recreations nor to destroy any of the healthful action which adds so much to our best enjoyment. p. 20.

There are games that call for skill, and skill only, in their play, that tend to refresh and re-create one physically and mentally, without interfering spiritually. So it is with recreation or exercise of any sort. If like walking, or riding, reading, social calls, music, and conversation, it is made to contribute rather than to detract from one's best equipment for the service to which Christ calls, His followers may be very sure that what they do will have their Master's approval. p. 21.

In deciding what one's attitude should be toward any form of amusement or recreation, the Christian would do well to ask himself the following personal questions:

- Does it rest and strengthen the body?
- Does it rest and strengthen the brain?
- Does it make resistance to temptation easier?
- Does it increase love for virtue, purity, temperance, and justice?
- Does it give inspiration and quicken enthusiasm?
- Does it increase respect for manhood and womanhood?
- Does it draw one nearer to Christ and better prepare him for Christian service?

If one's recreational and social pursuits permit him conscientiously to answer these and kindred questions in the affirmative, he can rest assured that he is following the course approved by his heavenly Father. p. 22.

One danger in games for recreation is that we may allow the spirit of competition to develop into envy, fault-finding, and anger. Without kindness the best game is spoiled.

The function of recreation is to re-create, and amusement that goes beyond recreation is not worth while. True recreation rebuilds body, mind, and spirit. It is harmful to amuse oneself with anything, however good it may seem, that goes beyond that. p. 36.

Suggestions for Noncompetitive Ball Games

Volleyball Volleyball can be played for recreation and not for the purpose of beating the group beyond the net. For years at Japan Missionary College we played volleyball as follows:

At the 5:00 p.m. play hour, students and teachers would come streaming in from the gardens and shops and offices, where they had been working all afternoon, and join the game. The game would start with the first two, who would begin batting the ball back and forth over the net. Then as others arrived, they would automatically join one side or the other until 15 or possibly 20 would be playing on each side. In order to give everyone a chance at the ball frequently, we changed the rules and permitted the ball to be hit any number of times by either side before sending it across the net, provided no one person hit the ball two times in a row, except off the net. This resulted in a lot of real wholesome fun and recreation. Sometimes a ball would be batted as many as fifteen times before it was finally muffed or sent sailing across into the other camp. All this time the waiting side was usually splitting their sides laughing at the antics of the other side while at the same time going through most intricate contortions as they kept their eyes on that uncertain ball, constantly adjusting their stances to be ready against that moment when that ball would come sailing across to their side for them to battle with.

You may ask whether we kept score or not. Yes, we did, as it took that to keep the game a-going. In order to speed up the play and get as many games as possible in during the all-too-brief hour we counted a point at every miss to the credit of the side not responsible for the error. Yes, we kept score as one of the mechanics of the game; but when the game was over everyone promptly forgot who won and cared less for in an informal grouping like that, there were no names for the sides, so one could not even refer to either side as having won or lost! It was just good fun and good exercise with practically no concern as to who was winning.

Badminton This game can be played similarly to the noncompetitive volleyball described above.

Baseball The best plan in carrying out the noncompetitive principle in baseball is to play scrub or workup, instead of sides. That provides a lot of wholesome baseball fun but no winning or losing because there are no sides and no scores.

In case it is desirable to play "sides" in baseball or basketball, or any other proper game, choosing up new sides each day of play will greatly cut any prolonged effect of the brief competitive play. And of course there should be no permanent sides, no tournaments, and no intramural nor interscholastic matches.

The General Conference Medical and Educational Departments recommend the following program of noncompetitive games:

1. Inter-class games should be discouraged. Almost without exception rivalry is fostered and hard feelings result from these games. Also, it is very questionable as to the value of having a "student all-star team" compete against a team of visiting alumni. If you feel it is necessary to have a game, mix up the teams so that there are alumni and students on both sides.

2. Another practice that stimulates a competitive spirit, is to post the standings of teams on the bulletin board, or list them in the school paper. In some of our school papers we not only read extensive reports of athletic contests, but in addition we see listed who the leading scorers were or who the top hitters were. This is the type of thing that causes some of our youth to go head over heels into sports, and lose all interest in things of eternal value.

3. We would advise against staging athletic tournaments within the school and the presentation of trophies to the winners.

More harm than good results from the practice of offering prizes and rewards.--Counsels to Teachers, p. 270. (Italics supplied)

4. Another questionable activity is having a "sports day" where the entire day is devoted to athletics. It would be more beneficial if the major portion of the day were spent in useful labor, and then possibly have a few games in the evening.

5. Many times we choose up teams and form leagues in our schools and a student may play on the same team for several months. It has been found that competition is greatly minimized if a student is never on the same team two days in a row. If new teams are selected each day, a student has a chance to learn to play as a team with many more students, and his circle of friends can be greatly broadened.

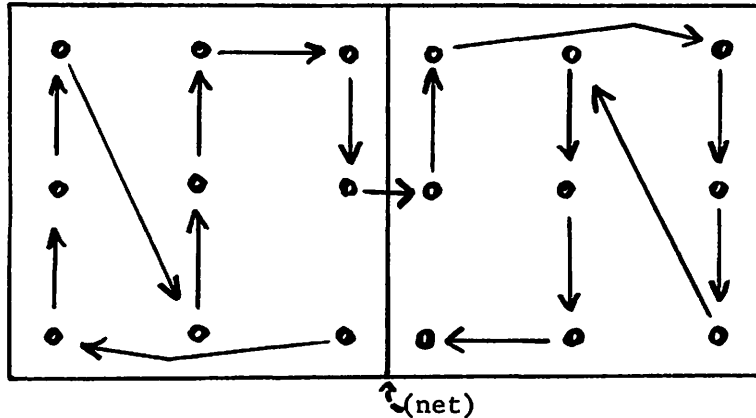
6. Do we have to keep score when we have a basketball or softball game? This only fosters the spirit of rivalry. Argument and bickering can be eliminated by omitting the keeping of scores--and the association and recreational benefits be made paramount.

7. We have been told that if we as teachers enter into sports and play with the students, we could check unkind feelings and actions that the students might have. (6T 205)

In lines of recreation for the student, the best results will be attained through the personal cooperation of the teacher. The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship.--Education, p. 212. (Italics supplied)

Competition can be alleviated by simple measures. For example:

a. Volleyball -- In this game most physical education instructors have the students "rotate" so that every person will have the opportunity to play each position on the court. Instead of having the students rotate around and around on one side of the court, have them rotate over to the other side as shown in the diagram at the top of page 244. When this is done, a student will play part of the time on both teams, and so will be a member of both the winning and losing teams if a score is kept.



Basketball -- In this sport, many times the best players in the school are the only ones who participate, or if the less skilled players are allowed to play it is only for a few minutes. It would be well to establish a rule, that all students who would like to play should be on the court an equal amount of time. Because only 10 players are allowed on the basketball floor at the same time, there is need of player substitution. When it is time to put a player back in the game, substitute him on the team opposite the one from which he had previously been removed.

8. With a little imagination, the teacher can think of many methods by which he can de-emphasize or even entirely eliminate the spirit of competition that so often accompanies participation in sports. We have received specific instruction that herein lies one of the great dangers connected with sports. We do not need to eliminate entirely games and sports from our physical education program, BUT IT IS EXTREMELY IMPORTANT THAT WE HAVE A PROPER BALANCE BETWEEN THESE AND OUR MANUAL LABOR PROGRAM. There is a real danger in our students' going overboard on sports and engaging in them to the excess. It is when this happens that sports become an idol, and things of a spiritual nature no longer hold any interest to our youth. It is our duty as teachers to use common sense and moderation in our choice of recreational activities for our students, and to see that a proper balance is always maintained.

AH 493 "It is the privilege and duty of Christians to seek to refresh their spirits and invigorate their bodies by innocent recreation, with the purpose of using their physical and mental powers to the glory of God. Our recreations should not be scenes of senseless mirth, taking one form of the nonsensical. We can conduct them in such a manner as will benefit and elevate those with whom we associate, and better qualify us and them to more successfully attend to the duties devolving upon us as Christians."

Unit 18. SUMMARY
Recreation

1. Useful work is recreation par excellence.
2. Outings in nature are tops.
3. In play, competition should be minimized.
4. Gymnastic exercises have their place.
5. Daily exercise is vital.
6. Mere amusements are often carried to excess.
7. Brutal games or contests are out.
8. Temperance and time limitation are called for.
9. Dancing, card-playing, theatergoing, chess, and checkers are condemned.
10. Avoiding excess in tennis and other ball games is vital.

UNIT 19. HOME EDUCATION

- ED 33 "The system of education established in Eden centered in the family."
- ED 33 "The family was the school, and the parents were the teachers."
- ED 33 "The education centering in the family was that which prevailed in the days of the patriarchs."
- ED 40 "In the laws committed to Israel, explicit instruction was given concerning education....The fathers and mothers in Israel were to teach their children."
- ED 52 "In his childhood, Joseph had been taught the love and fear of God."
- ED 55 "Daniel and his companions had been faithfully instructed in the principles of the word of God."
- ED 58 "The early years of the prophet Elisha were passed in the quietude of country life, under the teaching of God and nature and the discipline of useful work."
- ED 61 "Those principles of truth that were the burden of his mother's teaching and the lesson of her life, no after-influence could induce Moses to renounce."
- ED 107 "Parents and teachers should aim so to cultivate the tendencies of the youth that at each stage of life they may represent the beauty appropriate to that period, unfolding naturally, as do the plants in the garden.
"The little ones should be educated in childlike simplicity. They should be trained to be content with the small, helpful duties and the pleasures and experiences natural to their years. Childhood answers to the blade in the parable, and the blade has a beauty peculiarly its own. Children should not be forced into a precocious maturity, but as long as possible should retain the freshness and grace of their early years. The more quiet and simple the life of the child--the more free from artificial excitement and the more in harmony with nature--the more favorable it is to physical and mental vigor and to spiritual growth."
- ED 202 "The practice of giving instruction on temperance topics in the schools is a move in the right direction. Instruction in this line should be given in every school and in every home."
- ED 217 "For every child the first industrial school should be the home. And, so far as possible, facilities for manual training should be connected with every school. To a great degree such training would supply the place of the gymnasium, with the additional benefit of affording valuable discipline."
- ED 235 "The best school for this language study is the home."
- ED 250, 251 "It was God's plan for the members of the family to be associated in work and study."
- ED 275 "The child's first teacher is the mother. During the period of greatest susceptibility and most rapid development his education is to a great degree in her hands."

ED 276 "Upon fathers as well as mothers rests a responsibility for the child's earlier as well as its later training, and for both parents the demand for careful and thorough preparation is most urgent. Before taking upon themselves the possibilities of fatherhood and motherhood, men and women should become acquainted with the laws of physical development--with physiology and hygiene, with the bearing of prenatal influences, with the laws of heredity, sanitation, dress, exercise, and the treatment of disease; they should also understand the laws of mental development and moral training....

"Never will education accomplish all that it might and should accomplish until the importance of the parents' work is fully recognized, and they receive a training for its sacred responsibilities."

ED 283 "In the formation of character, no other influences count so much as the influence of the home."

ED 283 "The teacher's work should supplement that of the parents, but is not to take its place."

ED 283 "In all that concerns the well-being of the child, it should be the effort of the parents and teachers to cooperate."

ED 283 "Parents who give this (character) training are not the ones likely to be found criticizing the teacher."

ED 284 "Criticism or suggestion in regard to the teacher's work becomes necessary,

ED 284 "If criticism or suggestion in regard to the teacher's work becomes necessary, it should be made to him in private."

ED 284 "Nothing should be said or done to weaken the children's respect for the one upon whom their well-being in so great degree depends."

ED 285 "In the home training of the youth, the principle of cooperation is invaluable. From their earliest years children should be led to feel that they are a part of the home firm. Even the little ones should be trained to share in the daily work and should be made to feel that their help is needed and appreciated. The older ones should be their parents' assistants, entering into their plans and sharing their responsibilities and burdens. Let fathers and mothers take time to teach their children, let them show that they value their help, desire their confidence, and enjoy their companionship, and the children will not be slow to respond. Not only will the parents' burden be lightened, and the children receive a practical training of inestimable worth, but there will be a strengthening of the home ties and a deepening of the very foundations of character."

FE 21 Small children should be as free as lambs.

FE 21 "Parents should be the only teachers of their children until they have reached eight or ten years of age."

FE 25 A section on the importance of home education.

FE 26 "The first study of the young should be to know themselves and how to keep their bodies in health."

FE 30 "How important, then, that the minds of parents be as free as possible from perplexing, wearing care in temporal things, that they may think and act with calm consideration, wisdom, and love, and make the salvation of the souls of their children the first and highest consideration!"

FE 30 Parents' anxiety should "not be to know how they can educate their children so that they will be praised and honored of the world, but how they can educate them to form beautiful characters that God can approve."

FE 31 "It is the duty of mothers to cultivate their minds, and keep their hearts pure."

FE 33 "Many parents overrate the stability and good qualities of their children. They do not seem to consider that they will be exposed to the deceptive influences of vicious youth."

FE 37 "Exercise in household labor is of the greatest advantage to young girls."

FE 57 "Train up a child in the way he should go; and when he is old, he will not depart from it." (Proverbs 22:6)

FE 58 "Both parents and teachers are in danger of commanding and dictating too much, while they fail to come sufficiently into social relation with their children or their scholars. They maintain too great a reserve, and exercise their authority in a cold, unsympathizing manner, which tends to repel instead of winning confidence and affection. If they would oftener gather the children about them, and manifest an interest in their work, and even in their sports, they would gain the love and confidence of the little ones, and the lesson of respect and obedience would be far more readily learned; for love is the best teacher. A similar interest manifested for the youth will secure like results. The young heart is quick to respond to the touch of sympathy."

FE 64 "Many fathers and mothers err in failing to second the efforts of the faithful teacher."

FE 65 "Parents have neglected to train their sons and daughters to the faithful performance of domestic duties."

FE 65 "The family circle is the school in which the child receives its first and most enduring lessons. Hence parents should be much at home....By giving their children love, sympathy, and encouragement at home, parents may provide for them a safe and welcome retreat from many of the world's temptations."

FE 65 "As a rule it will be found that the students most ready to complain of school discipline are those who have received a superficial education (in the home)."

FE 66 "It is the lack of love and piety, and the neglect of proper discipline at home, that creates so much difficulty in schools and colleges."

FE 66 "Fathers and mothers should carefully and prayerfully study the characters of their children."

FE 66 "Their own household is the first missionary field in which parents are required to labor."

FE 66 "Christ should be an honored guest in the family circle, and His presence is no less needed in the classroom."

FE 67 "Fathers and mothers should make it their life-study that their children may become as nearly perfect in character as human effort, combined with divine aid, can make them."

FE 69, 70 "The efforts of the best teachers must often bear little fruit, if fathers and mothers fail to act their part with faithfulness."

FE 74 "When a little girl is nine or ten years old, she should be required to take her regular share in household duties as she is able, and should be held responsible for the manner in which she does her work."

FE 139 "Parents need to be impressed with their obligation to give to the world children having well-developed characters--children who will have moral power to resist temptation, and whose life will be an honor to God and a blessing to their fellow men."

FE 139 "Let mothers improve every opportunity to educate their children for usefulness.

"The work of the mother is sacred and important. She should teach her children, from the cradle up, habits of self-denial and self-control. Her time, in a special sense, belongs to her children."

FE 141 "Our youth need mothers who will teach them from the cradle, to control passion, to deny appetite, and to overcome selfishness."

FE 141 "Just as surely as they exist, all these parents will pass in review before God."

FE 141 "The distinctive duties of woman are more sacred, more holy, than those of man. Let woman realize the sacredness of her work, and in the strength and fear of God take up her life mission. Let her educate her children for usefulness in this world, and for a home in the better world.

"The position of a woman in her family is more sacred than that of the king upon his throne."

FE 145 "In many instances the little ones are crowded into ill-ventilated school-rooms, where they sit in improper positions, upon poorly constructed benches, and as a result the young and tender frames often become deformed. Little children, whose limbs and muscles are not strong, and whose brains are undeveloped, are kept confined, to their injury."

FE 149 "In the children committed to her care, every mother has a sacred charge from the heavenly Father; and it is her privilege, through the grace of Christ, to mold their characters after the divine pattern, to shed an influence over their lives that will draw them toward God and heaven."

FE 154 "Let parents devote the evenings to their families. Lay off care and perplexity with the labors of the day."

FE 155 "Self-control on the part of all the members of the family will make home almost a paradise. Make your rooms as cheerful as possible. Let the children find home the most attractive place on earth."

FE 156, 157 "Do not send your little ones away to school too early. The mother should be careful how she trusts the molding 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 textbook the treasure of nature."

FE 159 "Let the wife feel that she can lean upon the large affections of her husband--that his arms will strengthen and uphold her through all her toils and cares, that his influence will sustain hers, and her burden will lose half its weight. Are the children not his as well as hers?"

FE 159 "Let the father seek to lighten the mother's task. In the time that he would devote to selfish enjoyment of leisure, let him seek to become acquainted with his children--associate with them in their sports, in their work. Let him point them to the beautiful flowers, the lofty trees, in whose very leaves they can trace the work and love of God."

FE 159 "Parents should seek to awaken in their children an interest in the study of physiology."

FE 161 "In whatever else we may fail, let us be thorough in the work of our children. If they go forth from the home training, pure and virtuous, if they will fill the least and lowest place in God's great plan of good for the world, our life work can never be called a failure."

FE 313, 314 "And to a great extent children who are to receive an education in our schools, will make far more advancement if separated from the family circle where they have received an erroneous education. It may be necessary for some families to locate where they can board their children and save expense, but in many cases it would prove a hindrance rather than a blessing to their children. The people of this country have so little appreciation of the importance of industrious habits that the children are not educated to do real, earnest work. This must be a part of the education given to the youth."

FE 326 "The Lord would have thousands and tens of thousands working upon the soil who are crowded into the cities to watch for a chance to earn a trifle."

FE 326 "Those who will take their families into the country, place them where they have fewer temptations."

FE 327 "Fathers and mothers who possess a piece of land and a comfortable home are kings and queens."

FE 369 "Children should be taught to have a part in domestic duties."

FE 416 "The mother should be the teacher, and the home the school where every child receives his first lessons; and these lessons should include habits of industry. Mothers, let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works."

FE 417 "It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do that will not only keep them busy, but interest them."

FE 417 "When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as a part of his school duties."

CT 61 "The great work of parents and teachers is character building."

CT 62 "Thoroughness is necessary to success in the work of character building."

CT 62 "There must be no idleness...and every moment should be wisely improved."

CT 73 "The education of children, at home or at school, should not be like the training of dumb animals; for children have an intelligent will, which should be directed to control all their powers."

CT 107 "In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school."

CT 108 "Physical training, the development of the body, is far more easily given than spiritual training. The nursery, the playground, the workshop; the coming of the seed, and the gathering of the harvest--all these give physical training."

CT 108 "The Bible should be the child's first textbook."

CT 109 "Parents, let the instruction you give your children be simple, and be sure that it is clearly understood....By simple lessons drawn from the word of God and their own experience, you may teach them how to conform their lives to the highest standard."

CT 109 Parents are to give their children religious education and not leave it up to the Sabbath School.

CT 110 "In the church at home the children are to learn to pray and to trust in God. Teach them to repeat God's law."

CT 110 "In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise."

CT 111 Children must learn the lesson of obedience.

CT 112 "There is a blind affection that gives the children the privilege of doing as they please."

CT 113 "While many parents err on the side of indulgence, others go to the opposite extreme, and rule their children with a rod of iron."

CT 114 "Administer the rules of the home in wisdom and love, not with a rod of iron."

CT 114 "The home should be to the children the most attractive place in the world, and the mother's presence should be its greatest charm."

CT 114 Do not use force or harshness when disciplining. Rather use love and patience.

CT 116 "Whipping may be necessary when other resorts fail; yet she should not use the rod if it is possible to avoid doing so."

CT 117 "Never correct your child in anger."

CT 120 Keep careful watch on your children's associates.

CT 122 "In the home school the children should be taught how to perform the practical duties of every-day life. While they are still young, the mother should give them some simple task to do each day."

CT 122, 123 "From the mother the children are to learn habits of neatness, thoroughness, and dispatch."

CT 122 "It is hers (the mother's) to teach her children how to perform the duties of the household quickly and skillfully."

CT 122 "One of the surest safeguards of the young is useful occupation."

CT 123 "Mothers should guard against training their children to be dependent and self-absorbed. Never give them cause to think that they are the center, and that everything must revolve around them."

CT 123 Children "should be taught to bear bravely their little disappointments and trials."

CT 124 "If the children do not find in their parents and in their homes that which will satisfy their desire for sympathy and companionship, they will look to other sources, where both mind and character may be endangered."

CT 124 "Give them responsibilities to bear, small at first, and larger as they grow older....Let them see that you think they help you."

CT 124 "Give some of your leisure hours to your children; associate with them in their work and in their sports, and win their confidence."

CT 125 "From the first dawn of reason the human mind should become intelligent in regard to the physical structure."

CT 125, 126 "Children are to be trained to understand that every organ of the body and every faculty of the mind is the gift of a good and wise God, and that each is to be used to His glory."

CT 126 "Right habits in eating and drinking and dressing must be insisted upon."

CT 126 "Teach your children to reason from cause to effect."

CT 127 "Do not neglect to teach your children how to prepare wholesome food."

CT 127 "Teach your children from the cradle to practice self-denial and self-control."

CT 127 "It is chiefly upon the mother that the work of child training devolves, but the father should not become so absorbed in business life or in the study of books that he cannot take time to study the natures and necessities of his children."

CT 217 "Unitedly and prayerfully the father and mother should bear the grave responsibility of guiding their children aright."

CT 129 "Deny your children anything rather than the instruction which, if faithfully followed, will make them good and useful members of society, and will prepare them for citizenship in the kingdom of heaven."

CT 131 "Give your children intellectual culture and moral training. Fortify their young minds with firm, pure principles....Your labor will be rewarded a thousand-fold."

CT 145, 146 "The mother should be the teacher, and the home the school where every child receives his first lessons; and these lessons should include habits of industry."

CT 149 "If children have proper home training, they will not be found upon the street, receiving the haphazard education that so many receive."

CT 150 "Parents should train their children to be true to God under all circumstances and in all places."

CT 150 ff. Home and school relationships

CT 158 Home church schools are to be established where students are few.

CT 158, 159 "Parents are to teach their children pleasantly, without scolding or faultfinding, seeking to bind the hearts of the little ones to them by the silken cords of love."

CT 159 "Our children are the Lord's property; they have been bought with a price."

CT 162 "Neither the church school nor the college affords the opportunities for establishing a child's character building upon the right foundation that are afforded in the home."

CT 165, 166 "Nothing is of greater importance than the education of our children and young people. The church should arouse, and manifest a deep interest in this work; for now as never before, Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death.

"God has appointed the church as a watchman, to have a jealous care over the youth and children, and as a sentinel to see the approach of the enemy and give warning of danger. But the church does not realize the situation. She is sleeping on guard. In this time of peril, fathers and mothers must arouse and work as for life, or many of the youth will be forever lost.

"While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth. They are to be trained to become workers for God. Both parents and teachers, by precept and example, are to instill the principles of truth and honesty into the minds and hearts of the young, that they will become men and women who are as true as steel to God and His cause."

CT 168 "The children are to be trained to become missionaries."

COL 345 "Parents cannot commit a greater sin than by allowing their children to have nothing to do."

4T 199 "While the parents are not pleased with the characters their children are developing they fail to see the errors that make them what they are."

4T 313 "Parents, you are in a great degree responsible for the souls of your children. Many neglect their duty during the first years of their children's lives, thinking that when they get older they will then be very careful to repress wrong and educate them in the right."

6T 199 "Let them devote a portion of each day to study, and become learners with their children."

AH 31 "The mission of the home extends beyond its own members. The Christian home is to be an object lesson, illustrating the excellence of the true principles of life. Such an illustration will be a power for good in the world....As the youth go out from such a home, the lessons they have learned are imparted. Nobler principles of life are introduced into other households, and an uplifting influence works in the community."

AH 32 "One well-ordered, well-disciplined family tells more in behalf of Christianity than all the sermons that can be preached. Such a family gives evidence that the parents have been successful in following God's directions and that their children will serve Him in the church. Their influence grows; for as they impart, they receive to impart again. The father and mother find helpers in their children, who give to others the instruction received in the home. The neighborhood in which they live is helped, for in it they have become enriched for time and for eternity."

AH 182 "Look upon the family circle as a training school, where you are preparing your children for the performance of their duties at home, in society, and in the church."

AH 182-193 Home education is first in importance. All else is to be secondary.

AH 187 "Fathers and mothers are responsible for the health, the constitution, and the development of the character of their children."

AH 188, 189 Neither the church, the minister, nor the Sabbath School can assume this responsibility.

CD 225, 226 Education in temperance for children should begin with the mother before birth.

CG 26 Child training should be begun at infancy.

CG 170 The home is the best place for character building.

CG 236 Disobedience is not to be tolerated.

CG 548 "Parents, begin the work of grace in the church in your own home, so conducting yourselves that your children will see that you are cooperating with the heavenly angels."

MH 351 "To the lack of right home training may be traced the larger share of the disease and misery and crime that curse humanity."

MH 371 "What the parents are, that, to a great extent, the children will be. The physical conditions of the parents, their dispositions and appetites, their mental and moral tendencies, are, to a greater or lesser degree, reproduced in their children."

"The nobler the aims, the higher the mental and spiritual endowments, and the better developed the physical powers of the parents, the better will be the life equipment they give their children."

MH 374, 375 Let the mother and the father show a cheerful and pleasant disposition in the home.

MH 377, 378 No other work can equal in importance that of the mother's in educating her children to resist the influence of evil.

MH 380 "Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years."

MH 382, 383 To be healthy and vigorous, children need to be much in the open air with plenty of physical exercise.

MH 384 "As children emerge from babyhood, great care should still be taken in educating their tastes and appetite."

MH 384 They should not be allowed to eat between meals and should learn to control the appetite.

MH 386 "Parents should live more for their children, and less for society."

MH 388 "Instead of sending her children from her, that she may not be annoyed by their noise or troubled by their little wants, let the mother plan amusement or light work to employ the active hands and minds."

MH 389 If the mother works with her children she will have more influence over them and will gain their confidence.

MH 391 Fathers are to give some of their leisure hours to their children.

MH 391, 392 Fathers are to build strong friendships with their children, especially with their sons.

MH 392 "The father should do his part toward making the home happy."

MH 393, 394 "Home should be a place where cheerfulness, courtesy, and love abide; and where these graces dwell, there will abide happiness and peace. Troubles may invade, but these are the lot of humanity. Let patience, gratitude, and love keep sunshine in the heart, though the day may be ever so cloudy. In such homes angels of God abide."

"Let the husband and wife study each other's happiness, never failing in the small courtesies and little kindly acts that cheer and brighten the life. Perfect confidence should exist between husband and wife. Together they should consider their responsibilities. Together they should work for the highest good of their children. Never should they in the presence of the children criticize each other's plans or question each other's judgment. Let the wife be careful not to make the husband's work for the children more difficult. Let the husband hold up the hands of his wife, giving her wise counsel and loving encouragement.

"No barrier of coldness and reserve should be allowed to arise between parents and children. Let parents become acquainted with their children, seeking to understand their tastes and dispositions, entering into their feelings, and drawing out what is in their hearts.

"Parents, let your children see that you love them, and will do all in your power to make them happy. If you do so, your necessary restrictions will have far greater weight in their young minds. Rule your children with tenderness and compassion, remembering that 'their angels do always behold the face of My Father which is in heaven'. If you desire the angels to do for your children the work given them of God, cooperate with them by doing your part."

MH 394 "Brought up under the wise and loving guidance of a true home, children will have no desire to wander away in search of pleasure and companionship. Evil will not attract them. The spirit that prevails in the home will mold their characters; they will form habits and principles that will be a strong defense against temptation when they shall leave the home shelter and take their place in the world."

MH 394 "Children are sometimes tempted to chafe under restraint; but in afterlife they will bless their parents for the faithful care and strict watchfulness that guarded and guided them in their years of inexperience."

MH 400 "The home is the child's first school, and it is here that the foundation should be laid for a life of service."

MH 401 "Very early the lesson of helpfulness should be taught the child....He should be encouraged in trying to help father and mother, encouraged to deny and to control himself, to put others' happiness and convenience before his own, to watch for opportunities to cheer and assist brothers and sisters and playmates, and to show kindness to the aged, the sick, and the unfortunate."

PK 218 Elisha learned the preparation for his future work in his childhood.

PK 245 "Happy are the parents whose lives are a true reflection of the divine, so that the promises and commands of God awaken in the child gratitude and reverence; the parents whose tenderness and justice and long-suffering interpret to the child the love and justice and long-suffering of God; and who by teaching the child to love and trust and obey them, are teaching him to love and trust and obey his Father in heaven. Parents who impart to the child such a gift have endowed him with a treasure more precious than the wealth of all the ages--a treasure as enduring as eternity."

PP 634 "In the place of stranger lips, the loving hearts of the father and mother were to give instruction to their children."

R & H, June 27, 1899

"As soon as a child is capable of forming an idea, his education should begin."

R & H, Sept. 8, 1904

"We need to make the education of our children a business, for their salvation depends largely upon the education given them in childhood."

Signs of the Times, Sept. 25, 1901

"The training of children constitutes an important part of God's plan for demonstrating the power of Christianity."

Good Health, July, 1880

"Education begins with the infant in its mother's arms. While the mother is molding and fashioning the character of her children, she is educating them."

Manuscript 103, 1902

"Those who are loyal to God will represent Him in the home life. They will look upon the training of their children as a sacred work, entrusted to them by the Most High."

Manuscript 64, 1899

"Children grow according to the influence of those who surround them."

Manuscript 64, 1899

"The first child especially should be trained with great care, for he will educate the rest."

UNIT 19. SUMMARY Home Education

1. Home training begins at birth.
2. Home is to be the place of greatest happiness and security.
3. The education of the head, hand, and heart is to begin in the home with parents as the teachers.
4. A well-balanced home education insures success in school.
5. Health and dietary habits must be formed in childhood in the home.
6. The home lays the foundation for character and a Christian personality.
7. Parental teachers are to lead out in a home work program for boys and girls.
8. As children grow up they are to be ushered in as junior members of the home firm, sharing responsibility according to their ages.
9. Obedience and respect for law are to be inculcated in the home.
10. Correct habits are to be built in these early impressionable years.
11. Preparation for baptism begins in the home and is continued in the church school.
12. Parents are to plan and share outings and other social experiences.

"Habits are first cobwebs, easily broken; but later cables,
that hold one tight."

--From the Spanish

Ann Lander's excellent "Twelve Rules for Raising Children"

1. Remember that a child is a gift from God, the richest of all blessings. Do not attempt to mold him in the image of yourself, your father, your brother, or your neighbor. Each child is an individual and should be permitted to be himself.
2. Don't crush a child's spirit when he fails. And never compare him with others who have outshone him.
3. Remember that anger and hostility are natural emotions. Help your child to find socially acceptable outlets for these normal feelings or they may be turned inward and erupt in the form of physical or mental illness.
4. Discipline your child with firmness and reason. Don't let your anger throw you off balance. If he knows you are fair you will not lose his respect or his love. And make sure the punishment fits the crime. Even the youngest child has a keen sense of justice.
5. Remember that each child needs two parents. Present a united front. Never join with your child against your mate. This can create in your child (as well as in yourself) emotional conflicts. It can also create feelings of guilt, confusion, and insecurity.
6. Do not hand your child everything his little heart desires. Permit him to know the thrill of earning and the joy of achieving. Grant him the greatest of all satisfactions--the pleasure that comes with personal accomplishment.
7. Do not set yourself up as the epitome of perfection. This is a difficult role to play 24 hours a day. You will find it easier to communicate with your child if you let him know that Mom and Dad can err, too.
8. Don't make threats in anger, or impossible promises when you are in a generous mood. Threaten or promise only that which you can live up to. To a child, a parent's word means everything. The child who has lost faith in his parents has difficulty believing in anything.
9. Do not smother your child with superficial manifestations of "love". The purest and healthiest love expresses itself in day-in, day-out training which breeds self-confidence and independence.
10. Teach your child there is dignity in hard work, whether it is performed with calloused hands that shovel coal or skilled fingers that manipulate surgical instruments. Let him know a useful life is a blessed one and a life of ease and pleasure-seeking is empty and meaningless.
11. Do not try to protect your child against every small blow and disappointment. Adversity strengthens character and makes us compassionate. Trouble is the great equalizer. Let him learn it.

12. Teach your child to love God and to love his fellow men. Don't SEND your child to a place of worship--TAKE him there. Children learn from example. Telling him something is not teaching him. If you give your child a deep and abiding faith in God it can be his strength and his light when all else fails.

(Courtesy of Ann Landers and the Publishers-Hall Syndicate, quoted in the Riverside Press, March 6, 1971.)

A TRIBUTE TO A MOTHER

"She Mothered Five!"

She mothered five!
 Night after night she watched a little bed,
 Night after night she cooled a fevered head,
 Day after day she guarded little feet
 Taught little minds the dangers of the street,
 Taught little lips to utter simple prayers,
 Whispered of strength that some day would be theirs,
 And trained them all to use it as they should.
 She gave her babies to the nation's good.

She mothered five!
 She gave her beauty--from her cheeks let fade
 Their rose-blush beauty--to her mother trade.
 She saw the wrinkles furrowing her brow,
 Yet smiling said, "My boy grows stronger now."
 When pleasures called she turned away and said:
 "I dare not leave my babies to be fed
 By strangers' hands; besides they are too small;
 I must be near to hear them when they call."

She mothered five!
 Night after night they sat about her knee
 And heard her tell of what some day would be.
 From her they learned that in the world outside
 Are cruelty and vice and selfishness and pride;
 From her they learned the wrongs they ought to shun,
 What things to love, what work must still be done.
 She led them through the labyrinth of youth
 And brought five men and women up to truth.

She mothered five!
 Her name may be unknown save to a few;
 Of her the outside world but little knew;
 But somewhere five are treading virtue's ways,
 Serving the world and brightening its days;
 Somewhere are five, who, tempted, stand upright,
 Who cling to honor, keep her memory bright;
 Somewhere this mother toils and is alive
 No more as one, but in the breasts of five.

--Edgar A. Guest

UNIT 20. DANGERS OF SECULAR EDUCATION

ED 45, 46 "Through unfaithfulness in the home, and idolatrous influences without, many of the Hebrew youth received an education differing widely from that which God had planned for them. They learned the ways of the heathen."

ED 50 "In the rejection of the ways of God for the ways of men, the downfall of Israel began."

ED 74 "Through false teaching the minds of men had long been turned away from God. In the prevailing systems of education, human philosophy had taken the place of divine revelation. Instead of the heaven-given standard of truth, men had accepted a standard of their own devising."

ED 76 "He (Christ) came to set aside the false teaching by which those who claimed to know God had misrepresented Him."

ED 77 "The schools of His time, with their magnifying of things small and their belittling of things great, He (Christ) did not seek."

ED 225 "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."

ED 225 "At such a time as this, what is the trend of the education given? To what motive is appeal most often made? To self-seeking. Much of the education given is a perversion of the name."

ED 227 "Evolution and its kindred errors are taught in schools of every grade, from the kindergarten to the college."

ED 293 Every school should be a " 'city of refuge' for the tempted youth".

FE 33 "Parents have their fears as they send them some distance away to school, but flatter themselves that as they have had good examples and religious instruction, they will be true to principle in their high school life. Many parents have but a faint idea to what extent licentiousness exists in these institutions of learning."

FE 62 "Young people are sent to school by their parents to obtain an education, not to flirt with the opposite sex. The good of society, as well as the highest interest of the students, demands that they shall not attempt to select a life partner while their own character is yet undeveloped, their judgment immature, and while they are at the same time deprived of parental care and guidance."

FE 63 "Under the cover of darkness, boys collect in groups to learn their first lessons in card-playing, gambling, smoking, and wine or beer sipping."

FE 93 "Never feel that you are strong enough to read infidel books; for they contain a poison like that of asps."

FE 99 "Skepticism and infidelity, under some pleasing disguise, or as a covert insinuation, too often find their way into schoolbooks."

FE 163 Warning against "exciting, sensational stories"

FE 167 Warning against pagan and infidel books in our schools

FE 173 "Let not the works of skeptics appear on your library shelves, where your children can have access to them."

FE 289 Warning against following the world in education

FE 290 "When those who have reached the years of youth and manhood see the difference between our schools and the colleges of the world, and have no preference as to which they attend, though error is taught by precept and example in the schools of the world, then there is need of closely examining the reasons that lead to such conclusions."

FE 329 "These false educators exalt nature above nature's God, and above the Author of all true science."

FE 330 "Befogged in skepticism, the minds of those who doubt are left to beat on the rocks of infidelity."

FE 347 A warning against study in secular schools "unless they have first sought God individually, with their hearts thrown open to the influence of the Holy Spirit, and obtained His counsel concerning the contemplated course of study".

FE 362 Danger in pursuing education in secular institutions

FE 397 "They are to receive a training, not in the customs and amusements and games of this worldly polluted society, but in Christ's lines, a training which will fit them to be colaborers with the heavenly intelligences."

FE 447 "All unnecessary matters need to be weeded from the course of study and only such studies placed before the student as will be of real value to him. With these alone he needs to become familiarized, that he may secure for himself that life which measures with the Life of God."

FE 502 "If our institutions are what God designs they should be, those connected with them will not pattern after worldly institutions."

FE 534 "There is constant danger among our people that those who engage in labor in our schools and sanitariums will entertain the idea that they must get in line with the world, study the things which the world studies, and become familiar with the things that the world becomes familiar with. This is one of the greatest mistakes that could be made. We shall make grave mistakes unless we give special attention to the searching of the word."

FE 535 "To many who place their children in our schools, strong temptations will come, because they desire them to secure what the world regards as the most essential education."

FE 541 "The necessity of establishing Christian schools is urged upon me very strongly."

FE 545 "Upon fathers and mothers devolves the responsibility of giving a Christian education to the children entrusted to them."

CT 15 "To many who place their children in our schools, strong temptations will come because they desire them to secure what the world regards as the most essential education."

CT 15, 16 "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.

"Those who seek the education that the world esteems so highly are gradually led farther and farther from the principles of truth, until they have become educated worldlings."

CT 45 "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."

CT 56 "The educational advantages offered by our schools are to be different from those offered by the schools of the world. Neither are we to follow the routine of worldly schools."

CT 64 Secular education prepares for success here but leaves eternity out of the picture.

CT 64 "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."

CT 119 "From their infancy the youth need to have a firm barrier built up between them and the world, that its corrupting influence may not affect them."

CT 165 "Nothing is of greater importance than the education of our children and young people. The church should arouse and manifest a deep interest in this work; for now as never before, Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death.

"God has appointed the church as a watchman, to have a jealous care over the youth and children, and as a sentinel to see the approach of the enemy and give warning of danger. But the church does not realize the situation. She is sleeping on guard. In this time of peril, fathers and mothers must arouse and work as for life, or many of the youth will be forever lost.

"While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth. They are to be trained to become workers for God. Both parents and teachers, by precept and example, are to instill the principles of truth and honesty into the minds and hearts of the young that they will become men and women who are as true as steel to God and His cause."

CT 200 "Many public schools are permeated by the baneful influence of boys and girls who are experts in sin."

CT 200 "In sending children to the public schools, parents are placing them under the demoralizing influences--influences that injure the morals and the habits."

CT 200 "Our children should be removed from the evil influences of the public school and placed where thoroughly converted teachers may educate them in the Holy Scriptures."

CT 205 "In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavor to send them to schools where they will obtain an education based on a Scriptural foundation."

CT 235 "There are some who love the society of the world, who regard the companionship of the worldling as something to be desired above the companionship of those who love God and keep His commandments."

CT 255 "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 384 "In the education of children and youth, fairy tales, myths, fictitious stories are now given a large place. Books of this character are used in schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood?"

CT 390 "One tiny seed of infidelity sown by a teacher in the heart of a student may bring forth a harvest of unbelief. The sophistries regarding God and nature that are flooding the world with skepticism, are the inspiration of the fallen foe."

CT 393 "The knowledge of God is the real essence of education. The education that would supersede this knowledge, or dismiss it from the mind, as Felix dismissed Paul when he spoke to him of temperance, righteousness, and judgment to come, is not of God."

CT 401 "The Lord says to us, Seventh-day Adventists are not to place themselves under the counsel and instruction of teachers who know not the truth for this time."

CT 410 "Absenting themselves from the school of Christ, they have forgotten the sound of the Teacher's voice, and He cannot direct their course."

CT 423 "Students devote years to acquiring an education. They study different authors and become acquainted with science and philosophy through books containing the results of human research; but the Book that comes from the divine Teacher has, to a great extent, been neglected. Its value is not discerned; its treasures remain hidden.

"An education of this character is defective."

CT 424 "The study of such books is like handling black coals; a student cannot be undefiled in mind who thinks along the line of skepticism."

CT 439 "Things of minor consequence occupy the minds of many of the teachers of today. A mass of tradition, containing merely a semblance of truth, is brought into the courses of study given in the schools of the world."

CT 441 "A failure to study God's word is the great cause of mental weakness and inefficiency. In turning from this word to feed on the writings of uninspired men, the mind becomes dwarfed and cheapened."

CT 444 "Today young men and women spend years in acquiring an education which is as wood and stubble, to be consumed in the last great conflagration. Upon such an education God places no value."

CT 479 "Especially should those who are studying medicine in the schools of the world guard against contamination from the evil influences with which they are constantly surrounded."

5T 28 "In the system of instruction used in the common schools, the most essential part of education is neglected, viz., the religion of the Bible."

8T 314 "There is a science of Christianity to be mastered....There are hereditary and cultivated tendencies to evil that must be overcome. Often the training and education of a lifetime must be discarded, that one may become a learner in the school of Christ."

9T 51 "Evangelists should be finding their way into all the places where the minds of men are agitated over the question of Sunday legislation and the teaching of religion in the public schools."

9T 175 "The less dependent you are upon worldly methods of education, the better it will be for the students."

DA 69 "Tradition had in a great degree supplanted the Scriptures....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....That which was regarded as superior education was the greatest hindrance to real development."

DA 250 "Jesus chose unlearned fishermen because they had not been schooled in the traditions and erroneous customs of their time. They were men of native ability, and they were humble and teachable--men whom He could educate for His work. In the common walks of life there is many a man patiently treading the round of daily toil 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 those dormant facilities. It was such men that Jesus called to be His collaborators; and He gave them the advantage of association with Himself. Never had the world's great men such a teacher. When the disciples came forth from the Saviour's training, they were no longer ignorant and uncultured. They had become like Him in mind and character, and men took knowledge of them that they had been with Jesus."

DA 250 "It is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind, and soul with soul. It is only life that can beget life. What privilege, then, was theirs who for three years were in daily contact with that divine life from which has flowed every life-giving impulse that has blessed the world!"

DA 251 "Men of the highest education in the arts and sciences have learned precious lessons from Christians in humble life who were designated by the world as unlearned. But these obscure disciples had obtained an education in the highest of all schools. They had sat at the feet of Him who spoke as 'never man spake'."

MH 92, 93 Tampering with evil spirits will lure on until one is controlled by a will stronger than his own.

MH 403 "Many who enter school with the purpose of fitting themselves for some line of unselfish ministry become absorbed in secular studies. An ambition is aroused to win distinction in scholarship and to gain position and honor in the world. The purpose for which they entered school is lost sight of, and the life is given up to selfish and worldly pursuits. And often habits are formed that ruin the life both for this world and for the world to come."

MH 428 "Today there are coming into educational institutions and into the churches everywhere spiritualistic teachings that undermine faith in God and in His word."

MH 439, 440 "The master mind in the confederacy of evil is ever working to keep out of sight the words of God, and to bring into view the opinions of men. He means that we shall not hear the voice of God, saying, 'This is the way, walk ye in it.' Through perverted educational processes he is doing his utmost to obscure heaven's light.

"Philosophical speculation and scientific research in which God is not acknowledged are making skeptics of thousands. In the schools of today the conclusions that learned men have reached as the result of their scientific investigations are carefully taught and fully explained; while the impression is distinctly given that if these learned men are correct, the Bible cannot be. Skepticism is attractive to the human mind. The youth see in it an independence that captivates the imagination, and they are deceived. Satan triumphs. He nourishes every seed of doubt that is sown in young hearts. He causes it to grow and bear fruit, and soon a plentiful harvest of infidelity is reaped.

"It is because the human heart is inclined to evil that it is so dangerous to sow the seeds of skepticism in young minds. Whatever weakens faith in God robs the soul of power to resist temptation. It removes the only real safeguard against sin. We are in need of schools where the youth shall be taught that greatness consists in honoring God by revealing His character in daily life. Through His word and His works we need to learn of God, that our lives may fulfill His purpose."

MH 450 "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.

"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.

"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."

TM 27 "The Lord directed our minds to the importance of the educational work. We saw the need of schools, that our children might receive instruction free from the errors of false philosophy, that their training might be in harmony with the principles of the word of God."

A Report On The Effect of Christian Education Upon Church Membership
by Curtis Bradford

The following reports are the results of surveys made by the leaders of our church on the topic of Christian education and church membership.

In the spring of 1927, Philip S. Nelson, then Missionary Volunteer Secretary of the Western Washington Conference, now a practicing physician, undertook a survey of the young people of his conference. Concerning his handling of the returns from his survey, he wrote: "Thus far, 1400 cases have been received, giving us a substantial number to work on. However, in many cases parents did not fill in complete information. Where the information was not complete, the case was set aside and did not enter into the statistical summary. The information which was gathered covered education, age of decision, and marriage. These are the great factors that we as young people's workers need to consider and study."

In 1929, a survey was undertaken in 17 conferences with a church membership of 18,259. In 1930, H. T. Elliot, then a General Secretary of the Young People's Department of the General Conference, tabulated the results, and these appear under the caption, "Survey of 8963 youth in 17 conferences in 1929".

In the early spring of 1940, R. R. Bietz, then leader of a district in the Colorado Conference and now Vice-president of the General Conference, surveyed 9 churches with a membership totaling 645, and found 422 young people, ages 6-25 inclusive. He said, "The entire church membership (645) of these 9 churches of course is rather small, but I assure you that the census is complete and accurate. In every case I obtained the statistics from the parents."

Philip Nelson Survey of 1400 Youth, 1927

	<u>Joined the Church</u>
United home and Christian education	87%
United home and secular education	55%
Divided home and Christian education	74%
Divided home and secular education	29%

Survey of 8963 Youth in 17 Conferences, 1929

United home and Christian education	81%
United home and secular education	58%
Divided home and Christian education	63%
Divided home and secular education	41%

R. R. Bietz Survey of 422 Youth, 1940

United home and Christian education	87%
United home and secular education	54%
Divided home and Christian education	86%
Divided home and secular education	26%

(From the Young People's Workers' Aid, No. 10)

Another survey was undertaken by the General Conference in 1949. The following is a report of its findings:

Influence of Adventist Schooling Upon Church
Relationships Among Children of Adventists
(From Seventh-day Adventist Youth at the Mid-Century)

<u>Type and number of years in school</u>	<u>Joined the Church</u>
16 grades in S.D.A. schools	88%
16 grades in secular schools	32%
12 grades in S.D.A. schools	70%
12 grades in secular schools	35%
8 grades in S.D.A. schools	48%
8 grades in secular schools	28%

Once again, the findings indicate that a Seventh-day Adventist education pays.

The Pacific Union undertook a survey in 1961 and 1962 which also indicates that a Christian education pays off in a better chance for church membership. The following results are a portion of the survey also dealing with Christian education and church membership.

Church Joining With and Without
Seventh-day Adventist Education

	<u>Joined the Church</u>
12 or more grades of S.D.A. education	97%
Some S.D.A. education	57%
No S.D.A. education	32%

On the evidence of these reports, it is apparent that denominational education substantially increases the probability that children will remain in the church.

UNIT 20. SUMMARY
Dangers of Secular Education

1. Public schools cannot teach religion, so they can prepare for this life only, leaving eternal life out of the picture.
2. Crime and immorality are on a definite increase among the juveniles and older secular students as well.
3. Skepticism stealthily supplants the Bible and faith weakens.
4. Fantastic stories and exciting fiction, often centering on sex, crime, or violence, is a part of the fare of many secular youth.
5. Attendance at secular schools of course deprives one of the positive features of a Christian education with its emphasis on character, redemption, service, practical work, and eternal life.
6. The Master Teacher is not invited to secular classrooms.
7. Evolution, though scientifically unproven, is accepted as a fact with the consequent destruction of faith in Creation.

UNIT 21. MANAGERIAL PRINCIPLES

Upon principals, managers, and other school officials falls the responsibility of choosing and directing a faculty in carrying out this divine program of education in all its phases--the spiritual, the scholastic, and the industrial.

The book, Fundamentals of Christian Education, is replete with suggestions and admonitions for our school administrators. Here are some of its gems:

FE 19 "The habits and principles of a teacher should be considered of even greater importance than his literary qualifications. If he is a sincere Christian, he will feel the necessity of having an equal interest in the physical, mental, moral, and spiritual education of his scholars."

FE 19 Schoolrooms should be "sufficiently large and well-ventilated".

FE 26 "The managers and teachers of schools should have been those who understood physiology, and who had an interest, not only to educate the youth in the sciences, but to teach them how to preserve health, so that they might use their knowledge to the best account after they had obtained it."

FE 26 "There should have been connected with the schools, establishments for carrying on various branches of labor, that the students might have employment, and the necessary exercise out of school hours."

FE 26 "The students' employment and amusements should have been regulated with reference to physical law, and should have been adapted to preserve to them the healthy tone of all the powers of body and mind."

FE 34 "Young ladies...neglected their health by remaining too much indoors, deprived of the pure air of heaven, and of the God-given sunlight. These young ladies might have come from their schools in health, had they combined with their studies household labor and exercise in the open air."

FE 35 Children of the wealthy should be given work experience to prepare them for any emergency.

FE 36 "The first and constant care of parents should be to see that their children have firm constitutions, that they may be sound men and women. It is impossible to attain this object without physical exercise. For their own physical health and moral good, children should be taught to work, even if there is no necessity so far as want is concerned. If they would have pure and virtuous characters, they must have the discipline of well-regulated labor....Why should the wealthy rob themselves and their dear children of this great blessing?"

FE 37 "Physical labor will not prevent the cultivation of the intellect. Far from it. The advantages gained by physical labor will balance a person and prevent the mind from being overworked."

FE 37 "The education of most youth is a failure. They overstudy, while they neglect that which pertains to practical business life."

FE 38 "Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established upon the plan we have mentioned, there would not now be so many unbalanced minds."

FE 40 "Labor is a blessing. It is impossible for us to enjoy health without labor."

FE 40 "Had there been agricultural and manufacturing establishments connected with our schools, and had competent teachers been employed to educate the youth in the different branches of study and labor, devoting a portion of each day to mental improvement, and a portion to physical labor, there would now be a more elevated class of youth."

FE 41 "Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for the practical duties of life."

FE 41 "For young men, there should be establishments where they could learn different trades, which would bring into exercise their muscles as well as their mental powers. If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books."

FE 41 "There are very many girls who have married and have families, who have but little practical knowledge of the duties devolving upon a wife and mother. They can read, and play upon an instrument of music; but they cannot cook. They cannot make good bread, which is very essential to the health of the family. They cannot cut and make garments, for they never learned how. They considered these things unessential, and in their married life they are as dependent upon some one to do these things for them as are their own little children. It is this inexcusable ignorance in regard to the most needful duties of life which makes very many unhappy families."

FE 42 "Those of sedentary and literary habits should take physical exercise, even if they have no need to labor so far as means are concerned. Health should be a sufficient inducement to lead them to unite physical with mental labor."

FE 42 "Moral, intellectual, and physical culture should be combined in order to have well-developed, well-balanced men and women. Some are qualified to exercise greater intellectual strength than others, while others are inclined to love and enjoy physical labor. Both of these classes should seek to improve where they are deficient, that they may present to God their entire being, a living sacrifice, holy and acceptable to Him, which is their reasonable service."

FE 43 "But there can be no employment more important than that of housework. To cook well, to present healthful food upon the table in an inviting manner, requires intelligence and experience."

FE 44 "Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone. And they can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them."

FE 51 "Young men and women who are not under home influences need someone to look after them, and to manifest some interest for them; and those who do this are supplying a great lack, and are as verily doing a work for God and the salvation of souls as the minister in the pulpit."

FE 54 "If they are insubordinate and will not be controlled, they are better off at home, and the school is better off without them. Our College should not become depraved for the sake of a few lawless students."

FE 55 "Move discreetly in changing unfavorable associates."

FE 60 "That the youth may have health and cheerfulness, which are dependent upon normal physical and mental development, care must be given to the proper regulation of study, labor, and amusement....Their studies should be restricted to a proper number of hours, and then time should be given to active labor in the open air."

FE 62 "Rules are indispensable to guard the youth from the danger of premature courtship and unwise marriage."

FE 72 "The pre-eminent importance of gaining a knowledge of those laws by which health is secured and preserved..."

FE 72 "Every institution of learning should make the provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures.

"This training would encourage habits of self-reliance, firmness, and decision. Graduates of such institutions would be prepared to engage successfully in the practical duties of life. They would have courage and perseverance to surmount obstacles, and firmness of principle that would not yield to evil influences."

FE 73 "Those who combine useful labor with study have no need of gymnastic exercises. And work performed in the open air is tenfold more beneficial to health than in-door labor."

FE 146 "Students should not be permitted to take so many studies that they will have no time for physical training. The health cannot be preserved unless some portion of each day is given to muscular exertion in the open air. Stated hours should be devoted to manual labor of some kind, anything which will call into action all parts of the body. Equalize the taxation of the mental and physical powers, and the mind of the student will be refreshed."

FE 313 "Should our school be located in one of these cities, or within a few miles of it, there would be a counterworking influence...to be met and overcome."

FE 313, 314 "And to a great extent children who are to receive an education in our schools, will make far more advancement if separated from the family circle where they have received an erroneous education. It may be necessary for some families to locate where they can board their children and save expense, but in many cases it would prove a hindrance rather than a blessing to their children. The people of this country have so little appreciation of the importance of industrious habits that the children are not educated to do real, earnest work. This must be a part of the education given to the youth."

FE 315 "In agricultural or mechanical occupations men may give evidence to God that they appreciate His gift in the physical powers, and the mental faculties as well."

FE 317 "Schools should be established for the purpose of obtaining not only knowledge from books, but knowledge of practical industry. Men are needed in different communities to show the people how riches are to be obtained from the soil. The cultivation of land will bring its return."

FE 318, 319 "Men take you to their orchards of oranges and lemons, and other fruits, and tell you that the produce does not pay for the work done in them. It is next to impossible to make ends meet, and parents decide that the children shall not be farmers; they have not the courage and hope to educate them to till the soil.

"What is needed is schools to educate and train the youth so that they will know how to overcome this condition of things. There must be education in the sciences, and education in plans and methods of working the soil. There is hope in the soil, but brain and heart and strength must be brought into the work of tilling it. The money devoted to horse racing, theater going, gambling, and lotteries; the money spent in the public houses for beer and strong drink--let it be expended in making the land productive, and we shall see a different state of things.

"This country needs educated farmers."

FE 319, 320 "Much more favorable is the condition of one whose occupation keeps him in the open air, exercising his muscles, while the brain is equally taxed, and all the organs have the privilege of doing their work. To those who can live outside of the cities, and labor in the open air, beholding the works of the great Master Artist, new scenes are continually unfolding. As they make the book of nature their study, a softening, subduing influence comes over them; for they realize that God's care is over all, from the glorious sun in the heavens to the little brown sparrow or the tiniest insect that has life. The Majesty of heaven has pointed us to these things of God's creation as an evidence of His love. He who fashioned the flowers has said: 'Consider the lilies of the field, how they grow; they toil not, neither do they spin: and yet I say unto you, That even Solomen in all his glory was not arrayed like one of these.' "

FE 320 "Schools should be established where there is as much as possible to be found in nature to delight the senses and give variety to the scenery....We should choose a location for our school apart from the cities, where the eye will not rest continually upon the dwellings of men, but upon the works of God; where there shall be places of interest for them to visit, other than what the city affords. Let our students be placed where nature can speak to the senses, and in her voice they may hear the voice of God."

FE 322 "The school should not be in or near a city, where its extravagance, its wicked pleasures, its wicked customs and practices, will require constant work to counteract the prevailing iniquity, that it may not poison the very atmosphere which the students breathe. All schools should be located, as far as possible, where the eye will rest upon the things of nature instead of clusters of houses. The ever-shifting scenery will gratify the taste, and control the imagination. Here is a living teacher, instructing constantly."

FE 322 "There should be land for cultivation. The time is not far distant when the laws against Sunday labor will be more stringent, and an effort should be made to secure grounds away from the cities, where fruits and vegetables can be raised. Agriculture will open resources for self-support, and various other trades also could be learned. This real, earnest work calls for strength of intellect as well as of muscle. Method and tact are required even to raise fruits and vegetables successfully. And habits of industry will be found an important aid to the youth in resisting temptation."

FE 323 "False witness has been borne in condemning land which, if properly worked, would yield rich returns. The narrow plans, the little strength put forth, the little study as to the best methods, call loudly for reform."

FE 323, 324 "The school to be established in Australia should bring the question of industry to the front, and reveal the fact that physical labor has its place in God's plan for every man, and that His blessing will attend it."

FE 324 "God would be glorified if men from other countries who have acquired an intelligent knowledge of agriculture, would come to this land, and by precept and example, teach the people how to cultivate the soil, that it may yield rich treasures. Men are wanted to educate others how to plow, and how to use the implements of agriculture. Who will be missionaries to do this work, to teach proper methods to the youth, and to all who feel willing and humble enough to learn? If any do not want you to give them improved ideas, let the lessons be given silently, showing what can be done in setting out orchards and planting corn; let the harvest be eloquent in favor of right methods of labor. Drop a word to your neighbors when you can, keep up the culture of your own land, and that will educate."

FE 327 "Many farmers have failed to secure adequate returns from their land because they have undertaken the work as though it was a degrading employment; they do not see that there is a blessing in it for themselves and their families. All they can discern is the brand of servitude. Their orchards are neglected, the crops are not put in at the right season, and a mere surface work is done in cultivating the soil."

FE 419 "The children of the wealthy should not be deprived of the great blessing of having something to do to increase the strength of brain and muscle. Work is not a curse, but a blessing. God gave sinless Adam and Eve a beautiful garden to tend. This was pleasant work, and none but pleasant work would have entered our world, had not the first pair transgressed God's commandments."

FE 423 "There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention. Students should learn to cultivate the land; for this will bring them into close contact with nature.

"There is a refining, subduing influence in nature that should be taken into account in selecting the locality for a school."

UNIT 21. SUMMARY
Managerial Principles

1. Constantly keep in mind the many facets of the complete program of Christian education.
2. Build a careful budget to keep the school out of debt.
3. Remember that all students, rich and poor, are to work.
4. Carefully increase the number of industries, aiming at a net profit in the industrial section as a whole. Remember that an industry that uses students and just breaks even is a financial gain by furnishing work and carrying a share of the overhead. Also remember the vital importance of having efficient industrial leadership and supervisors who are sympathetic and inspiring teachers of student workmen. The work program must be carefully supervised to be educational and to be financially successful.
5. Work carefully with the Registrar to make sure there are open stretches of time for work every day.
6. Divide the student body into two parts, using one of the following plans:
 - I. (a) the freshmen and juniors who will study in the morning and work in the afternoon, and
(b) the sophomores and seniors who will work in the morning and study in the afternoon
 - OR
 - II. (a) the lower division who will study in the morning and work in the afternoon, and
(b) the upper division who will work in the morning and study in the afternoon
 - OR
 - III. (a) the Academy students who will study in the morning and work in the afternoon, and
(b) the College students who will work in the morning and study in the afternoon
7. Remember that the above programs keep the industries going all day long, which is an important management consideration.
8. Have the industrial leaders attend the faculty meetings, inasmuch as these people are important teachers.
9. Remember that earning a part of one's way through school is only one aim of the work program. Developing habits of accuracy, close observation, diligence, industry, independent thought, and thoroughness, is also vital. Furthermore, the work program fills up the students' idle time, which is very important.

10. Work variety is important and should be provided in
 1. the various service departments
 2. food production
 3. building construction and upkeep, and
 4. various mechanical departments
11. Managerial personnel carry heavy loads, whether principals, presidents, managers, deans, registrars, department heads, or industrial leaders. They are responsible for the following:
 - (a) keeping up the spiritual tone of the school
 - (b) promoting high scholarship
 - (c) keeping the budgets of the school and the students balanced
 - (d) planning a balanced program of work and study for all
 - (e) leading out in teacher participation in the work program
 - (f) promoting the health of the whole school family
 - (g) directing an outreach to help the people of the community, and
 - (h) expanding and efficiently directing a remunerative work program
12. The service industries are comparatively simple to organize and carry on.
13. Faculties must include experts in building, in mechanics, and food production.
14. By having the faculty and students build all buildings, an abundance of educational training in the various trades involved will be provided.
15. Mechanical leaders can keep up all mechanical equipment in the school and establish mechanical industries.
16. Food production has fallen on evil days. Restoring it to all our school programs is in order. This is a must. We face a shortage of agricultural teachers who can efficiently lead students in raising food for cows and chickens and also for students, teachers, and the market. Problems of personnel, soil, weather, climate, and water must be solved. Of these, good water is the most important. If there are weather and climate problems, the greenhouse is the answer. If the soil is poor, the Mittleider program of raising food in sand and sawdust is the answer. (Detailed instructions for raising food under any circumstances are found in the book, FOOD FOR EVERYONE, which is published by the Color Press, College Place, Washington.)

"Twentieth-century man is psychiatrically disturbed because he has cut himself off from those deeper satisfactions that come from close contact with the soil."

--So says Spencer in the London Daily MAIL.

CONCLUSION

The Outstanding Characteristics
of a Christian School

1. A location which agrees with our check list in Unit 8, including ample acreage for growth for a commodious campus, for large "agricultural and manufacturing establishments", and for a guarantee of permanent seclusion--suggesting at least 2,500 acres for a senior college, 1,000 acres for a junior college, and 500 acres for an academy
2. A faculty who believe in carrying out the program and who are prepared to do so
3. Every student carefully selected on the basis of his being in complete harmony with the program
4. Every student living in the small school residences, say forty each
5. Every student, rich or poor, earning part of his way through school
6. Every faculty member taking part in the work program, working with the students
7. A cozy church for religious services, including an early chapel service which includes morning worship to save time
8. A "campmeeting" auditorium for public meetings, secular programs, etc.
9. A vibrant spiritual life for all, including participation in all religious services and in an efficient, up-to-date program of evangelism and social service in the community
10. High scholastic standards
11. Efficiency in a varied work program with many students bearing responsibility with the teachers
12. A unified administration with one president, i.e., one chauffeur, not two
13. Assisting him in administration as vice-presidents are a dean and a business officer, besides an efficient live-wire industrial superintendent, a treasurer, and a dean of students.
14. A budget carefully balanced by student tuition, conference subsidy, and some industrial earnings
15. A varied program of industries, not just two or three
16. Doing all the work on the campus with students and teachers, including building, hiring no one unless he is a student or a capable instructor of students.
17. Graduating each student's work program from the simpler (such as maintenance and campus care) up through lines of increasing complexity until, during the final year or two, he is concentrating on a line leading to a trade, "with which if necessary he can make a living"

CONCLUSION

18. Making agriculture and its associated industries the A B C of education
19. A carefully planned industrial program for girls as well as boys
20. Maintaining a dignified and high-calibered discipline, including sensible association between the young men and women
21. A school organized in two sessions, so that industrial operations can go full-tilt all day long
22. Beautifying the entire acreage so that every square foot is tidy and clean, including the campus, the farm, the walks and roadways, and the shores of river, lake, or fjord
23. Providing simple but comfortable and efficient faculty homes large enough for frequent social evenings with groups of students and teachers
24. Regular faculty studies in the Bible and the Pattern of Christian Education
25. A social play hour of noncompetitive games in the open air at the end of the day to insure exercise for all, especially the inevitable sedentary workers, such as secretaries, librarians, and accountants
26. A program of instruction free from competitive rivalry and the mad race for honors and the highest grades, substituting therefor an intense natural motivation to learn and to master the subjects
27. Providing work experience and correlated classes for all
28. Preserving a nice balance for all teachers and students, remembering that a balanced education is mental, physical, and spiritual, and also a combination of the theoretical, the practical, and the social
29. Giving careful thought to eliminate nonessentials, to master essentials, and to draw up a two-session program that will provide three or four hours of open industrial time for all every day
30. Improving the health of all by a wholesome, well-planned vegetarian diet and service on the flat-rate plan; regular physical examinations at the College Sanitarium; regular hours for swimming in the College Pool or Lake; restful relaxation on a beautiful campus where every square foot is clean and beautiful and in order; and provision for 8 hours of sleep every night
31. A public relations program including many meetings for the surrounding farmers
32. Steady preparation to finish God's work on earth, looking forward to our transferring to the University of heaven
33. An efficient program of supervision, using your industrial teachers and foremen, other faculty members, and capable senior students
34. It takes a boarding school to put on the complete program of Christian education.
35. Furthermore, the best rule to carry out the admonition that our members are not to colonize around our institutions is to announce at the beginning of operations that all students must reside in the school residence halls or in faculty homes, which are also provided on the campus. This plan is now being adopted by more and more schools.

Reverie

After a restudy of these divinely-inspired principles of Christian Education, I recall the thrilling experiences that we enjoyed in establishing Mountain View College in the Southern Philippines, a school which is still exemplifying these principles under the leadership of Dr. Donald Halenz, the President.

There is a stimulating poetic beauty in institutions that are "doers of the word and not hearers only". I want to share with you a day-dream that came to me in the Philippine mountain city of Baguio while relaxing after the strenuous task of discovering God's site for that new college.

This bit of trochaic tetrameter, which was originally a letter of appreciation to my fellow explorer, Professor Wilton O. Baldwin, proved to be prophetic. It was written in 1950; and the check marks added in 1960, "ten years thence", show that, with the exception of the telescope, which we hope someday will stand atop the 3,000-foot Telescope Mountain on the campus, all important lines have been or are being fulfilled.

We are gratified to see that many of our Christian educators are hewing more and more closely to the line.

Andrew N. Nelson
Loma Linda University
Riverside, California
December, 1970

MOUNTAIN VIEW COLLEGE

A Reverie in 1950 Entitled

TEN YEARS HENCE

✓ Silently o'er eastern mountains
✓ Rises clear and full and yellow
✓ Heaven's trim nocturnal Mistress
✓ Flooding Valley, streams, and grasslands
✓ With her mellow golden glory.

✓ 'Twas a brief decade ago now,
✓ When the land was wilder, open,
✓ That a pair of white explorers,
✓ With a band of daring brown men
✓ Chanced upon this future haven.
✓ Thrilled beyond their fondest longings,
✓ Seeing here God's engineering,
✓ His clear leading and His purpose,
✓ Pushed ahead these Twin Explorers,
✓ Checking farmland, woods, and rainfall.

✓ Now, tonight, these same Explorers,
✓ Standing high above the farmland,
✓ View again those lovely acres
✓ Spreading quiet in the moonlight,
✓ Thinking of those days now distant,
✓ Thinking of that April morning
✓ When long searches were rewarded,
✓ When they found at last this haven,
✓ When entranced they stood a-musing
✓ 'Neath the Cataract's tumbling water,
✓ Thinking of long trying hours--
✓ Washington and Singapore and
✓ Many other problems weary--
✓ Till at last upon the Minutes
✓ "Go ahead!" was written clearly.

✓ Now 'tis over--years of struggling.
✓ Now our School of Prophets, standing
✓ Stately in the moonlight clearly,
✓ Marks the ending of a struggle
✓ And the dawning of a marvel.

✓ There, below their hilltop station
✓ Lie those farmlands, softly sleeping,
✓ Tended now by Christian fingers,
✓ Clean and tidy, rich and fertile,
✓ Yielding crops so tall and tender.
✓ Farther on, in dark green splendor,
✓ Spread the fields of piney apples,

✓ Growing clearly in the moonlight,
✓ Building riches for the College,
✓ Stirring visions of the future.

✓ Here and there below their station,
✓ Stand the buildings, large and smaller,
✓ Homes of teachers, nestling sweetly
✓ 'Gainst the tree-clad canyons snugly,
✓ Housing happy, cheery leaders.
✓ Homes of students, homes of foremen,
✓ Homes of poultry, herds of cattle,
✓ Buildings stately, where their studies
✓ Into science, Scripture, letters,
✓ Stir the minds and hearts of students.

✓ Down the hillsides, tongues of forest
✓ Beckon further our Explorers.
✓ So they leave their point of vantage
✓ Riding steeds of strength and beauty
✓ Through the galleries of Nature.

✓ As the moonlight filters softly
✓ Through the branches of lawan trees,
✓ All alone our Twin Explorers
✓ Ride their steeds into the vastness
✓ Of the forest and the mountain.
✓ Quiet corridors of thoughtland,
✓ Lend themselves to musing sweetly
✓ Of the years of pioneering,
✓ Years of thrilling progress heav'nward.

✓ Rushing sound of falling water
✓ Greets them from the canyon yonder
✓ And their hoofsteps hasten thither
✓ Down the valley of Maligon
✓ Through the stately timbered shadows.
✓ Unsurprised is the Watchman.
✓ Lights turn on and bathe in glory
✓ Tumbling cataracts of water,
✓ Blue and scarlet, green and crimson,
✓ With our two Explorers resting.

✓ Presently, emerging upward
✓ 'Long the pleasant nighttime pathway,
✓ Campus lights have joined the moonlight
✓ Turning darkness into daytime--
✓ Bounty of Maligon's water!
✓ Past the Pool their trudging horses
✓ Carry on our Twin Explorers,
✓ Both reflected in the water
✓ Silent now, as swimmers, sleeping,
✓ Rest in readying for action.

✓ Eastern light suggests the morning
✓ As the Orb of Night, descending
✓ Into forests dark and somber,
✓ Turns the ruling of the hours
✓ To the Orb of Day ascending.

✓ Tropic daylight springs so swiftly
✓ From the mountains! Sunlight
✓ Rules the day! And Youthful workers
✓ Spring to action, ready for a
✓ Day of busy work and study!

✓ Songs of worship and the reading
✓ Of the Scriptures. Prayers ascending
✓ Praise the Engineer of all our
✓ Blessings. Soon the happy students
✓ Gather at the morning mealtime.
✓ There they feast on all the good things
✓ That their hands have brought to being
✓ On those lovely thousand hectares--
✓ Grains and fruits and milk and Nature's
✓ Many other wholesome bounties.

✓ Now relaxed and fully ready
✓ For the morning's many duties,
✓ Scatter all our merry students--
✓ Men and boys and girls and women,
✓ Off to shop and fold and gardens.
✓ Scarlet monsters, pow'ered successors
✓ To the steeds of long ago, now
✓ Hurry down the curving roadways
✓ To the fields awaiting action--
✓ Plowing, harrowing, cultivation.
✓ Orchards swarm with students cheery
✓ Picking fruits sweet and delicious.
✓ Others to the fields of berries
✓ Hasten for a busy morning
✓ Working in the tropic coolness.
✓ Others, tending lawns and flowers,
✓ Beautify the roads and parkways
✓ Of their Alma Mater's Campus,
✓ While yet others wield their hammers
✓ Building homes and structures stately.
✓ Far away, from forests spacious,
✓ Comes resounding o'er the distance
✓ Crash of falling monsters reeling
✓ Under blows of student workmen
✓ Answering calls for sturdy timber.
✓ Sawmill buzzing, factories humming,
✓ Shoeshops busy making footwear
✓ For a thousand pairs of feet, while
✓ Rice mill, cannery, and kitchen
✓ Ready foods for other mealtimes.

✓ Morning passes, lunch delicious,
 ✓ Quiet rest in chambered silence.
 ✓ Then the ringing of the bells for
 ✓ Studious research here and there in
 ✓ Labs and shops and classrooms airy.
 ✓ Punctual tropic rains so playful,
 ✓ O'er the growing crops extensive,
 ✓ Spread their show'rs of bounteous moisture.
 ✓ Student workers, now as scholars,
 ✓ Study unconcerned and happy,
 ✓ Delving in libraries' lore and
 ✓ Watching Nature's detailed marvels
 ✓ In the labs, while others, busy
 ✓ Under skilled instructors earnest,
 ✓ Learn machines' efficient handling.

✓ Evening falls, and students gather
 ✓ Once again to eat and worship
 ✓ And relax in quiet evenings,
 ✓ Or enjoy a thrilling program
 ✓ Or a swim in moonlit waters.
 Mounting high Kisalum's vantage,
 Others spend the evening hours
 Peering into distant starlands,
 Riding speeding lightbeams swiftly
 To celestial meadows gorgeous.
 Pleiades, Orion's gleaming,
 Comets with their tails a-streaming,
 Ringed planets, tunnels jeweled,
 Planetary systems wondrous,
 Visited our youthful scholars,
 Planning first brief service earthly,
 Planning then long service endless
 In the timeless grand hereafter
 'Mongst the starry worlds now shining,
 Quiet in Bukidnon's skyways.

✓ May our patient Master Workman
 ✓ Build into our youth, now growing,
 ✓ Characters so staunch and sturdy
 ✓ That they'll stand through all temptation,
 ✓ Candidates for life eternal!

A day dream in Baguio, the Philippines
 December, 1950

The checks were added in April, 1960, just ten years after we found the site.
 In 1970 Dr. Marion Barnard presented two reflector telescopes to M.V.C., which
 have been packed and shipped to the Philippines. So go ahead and check the un-
 checked lines above.

Andrew N. Nelson

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