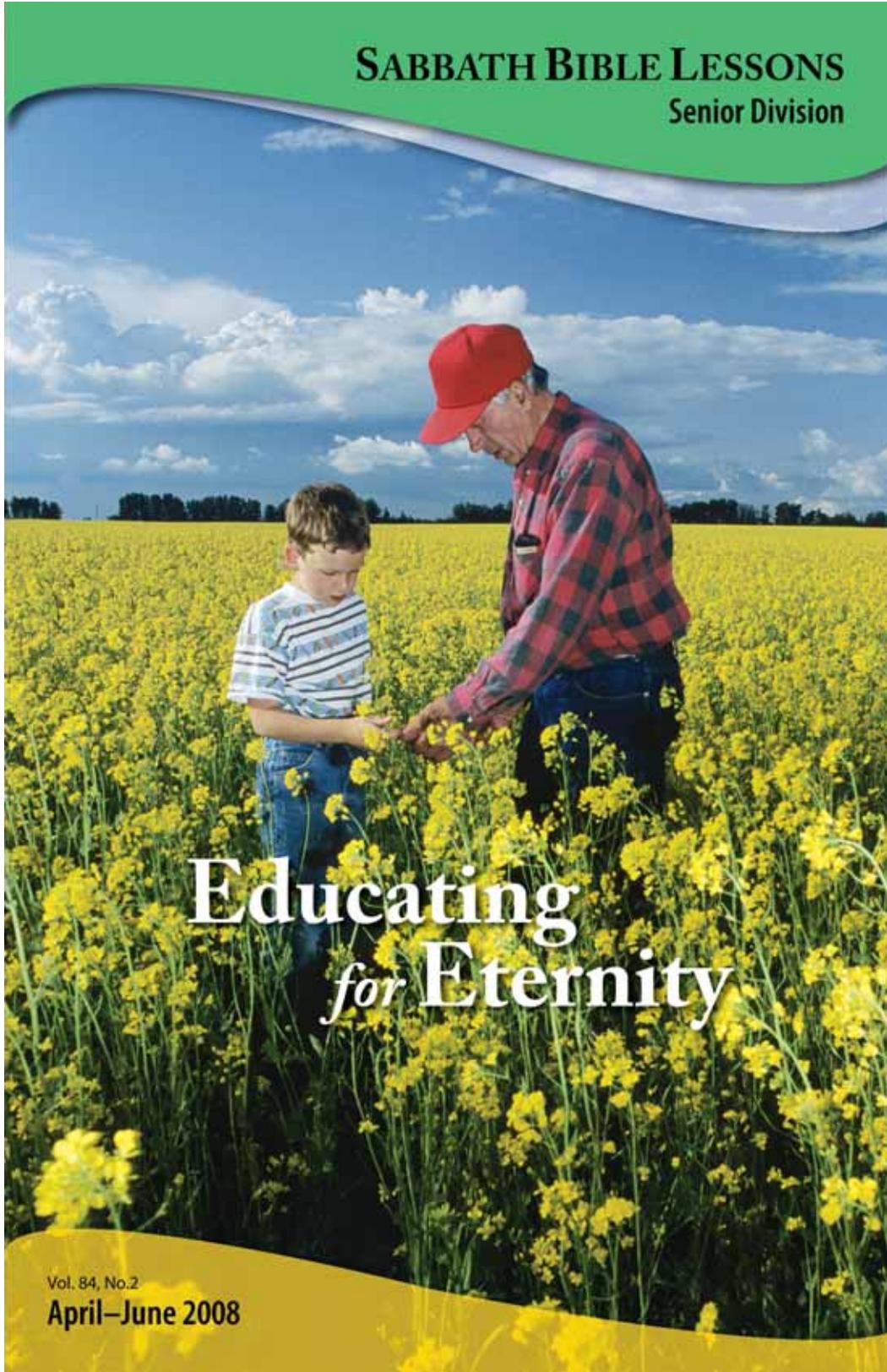


SABBATH BIBLE LESSONS
Senior Division



Educating
for **Eternity**

Vol. 84, No.2

April–June 2008

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Sabbath Bible Lessons, a daily study program, is based solely on the Bible and Spirit of Prophecy without additional comments. The quotations are as brief as possible to provide concise, direct thoughts. Brackets [] are supplied in some cases to ensure clarity, proper context, and smooth readability. Further study in the source materials is strongly recommended.

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Foreword

As we near the end of earth's history, how important it is to dedicate more attention to the subject of education! "Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God. [John 17:3 quoted]. If this is the price of heaven, shall not our education be conducted on these lines?" (*The Christian Educator*, August 1897).

"Education not only affects to a great degree the life of the student in this world, but its influence extends to eternity."—*Testimonies*, vol. 5, p. 28.

What should characterize the education we seek? True education directs our mind to God and brings our life into harmony with Him. It develops righteous, symmetrical characters restored to God's image—that original perfection with which our first parents were beautifully endowed. This calls into action all our mental, physical, and spiritual powers. It prepares us for the best performance of life's duties and fits us for service in the plan of salvation. It fortifies us against Satan's snares, including the dangers lurking in counterfeit, false education.

"Today those who would represent Christ must form new habits. Theories which originate with the world must be given up. Their words and their works must be after the divine similitude. They must not place themselves in connection with the debasing principles and sentiments that belong to the worship of other gods. They cannot with safety receive their education from those who know not God, and acknowledge Him not as the life and light of men. These men belong to another kingdom. They are ruled by a disloyal prince, and they mistake phantoms for realities."—*Fundamentals of Christian Education*, p. 469.

"Fathers and mothers, do you realize the importance of the responsibility resting upon you? Do you realize the necessity of guarding your children from careless, demoralizing habits? Allow your children to form only such associations as will have a right influence upon their characters. . . . Ask them to take hold with you in the reform. Make diligent efforts to redeem the past. No longer remain in the condition of the Laodicean church. In the name of the Lord I call upon every family to show its true colors. Reform the church in your own home."—*Testimonies*, vol. 7, pp. 66, 67.

As we study this quarterly, may the Lord enlighten our mind on how to educate ourselves and our children for eternity. Christ is at the door, and soon we will have to give an account of our stewardship. Blessed is everyone who will be able to say, "Behold, I and the children whom the Lord hath given me" (Isaiah 8:18).

The General Conference Sabbath School Department

First Sabbath Offering

for the Northeastern Honduran Field headquarters



Honduras is located in the heart of Central America. Its territory is 112,492 km², divided into 18 administrative departments. From the very beginning, the message of Reformation has been gladly accepted by the people and our brethren and sisters are a key element in expanding the work as missionaries in opening new fields in neighboring countries.

For many years there was only one Field Conference in Honduras that covered the entire country, but by 1997 the work had expanded to such an extent that it was advantageous to organize two Field Conferences. It was in that same year that the Northeastern Honduran Field began operations. This Field comprises a wide area that includes the departments known as Olancho, Colón, Yoro, and Gracias a Dios, covering a territory of 56,933 km². Since it was organized, the membership has grown and now is the second largest of the Central American Union. Among the interested souls are ethnic groups such as the Garifuna known as Black Caribs, Miskito, and the Pech. Many of them have received the gospel with great interest and much rejoicing.

From the beginning, the headquarters of the Northeastern Honduran Field have been located in beautiful Tocoa, in the department of Colón. But sad to say we don't owe our own building for the headquarters. It is our great desire to build our own lighthouse, so that we may be able to attend to the different calls and necessities of our believers and the vast field of labor that lies within our borders.

For this reason we are appealing to you, our brethren and sisters around the world, that God may impress your heart, and that through your gifts and donations this project may be a success, that God may be glorified, and the messages of salvation be taken to every nation, kindred, tongue and people.

We thank you in advance for your generous contribution to this building project.

Your brethren and sisters from the Northeastern Honduran Field

True Education

“The very God of peace sanctify you wholly; and I pray God your whole spirit and soul and body be preserved blameless unto the coming of our Lord Jesus Christ” (1 Thessalonians 5:23).

“True education . . . 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.”—*Education*, p. 13.

Suggested Reading: *Testimonies*, vol. 3, pp. 131–138; 143–148.

Sunday

March 30

1. THE NICEST WORK EVER

a. **What is the nicest task given to humans? Proverbs 22:6.**

“It is the nicest work ever assumed by men and women to deal with youthful minds. . . .

“The training which Solomon enjoins [in Proverbs 22:6] is to direct, educate, and develop.”—*Testimonies*, vol. 3, p. 131.

b. **What is essential in teaching? Deuteronomy 4:9; Proverbs 16:32.**

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

“In order for parents and teachers to do this work, they must themselves understand ‘the way’ the child should go. This embraces more than merely having a knowledge of books. It takes in everything that is good, virtuous, righteous, and holy. It comprehends the practice of temperance, godliness, brotherly kindness, and love to God and to one another.”—*Testimonies*, vol. 3, pp. 131, 132.

2. AN EXTENSIVE WORK

- a. **What does true education encompass? 1 Thessalonians 5:23.**

“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 unto eternal life.”—*Christ’s Object Lessons*, p. 330.

“The physical, mental, moral, and religious education of children must have attention.”—*Testimonies*, vol. 3, p. 132.

- b. **What aim should be sought? Isaiah 61:3 (last part); 2 Timothy 3:17.**

“The great object to be secured should be the proper development of character, that the individual may be fitted rightly to discharge the duties of the present life and to enter at last upon the future, immortal life.”—*Testimonies*, vol. 4, p. 418.

- c. **Why are educational efforts often misguided? 1 Corinthians 8:1 (second part).**

“Children are in great need of proper education in order that they may be of use in the world. But any effort that exalts intellectual culture above moral training is misdirected. Instructing, cultivating, polishing, and refining youth and children should be the main burden with both parents and teachers. Close reasoners and logical thinkers are few for the reason that false influences have checked the development of the intellect. The supposition of parents and teachers that continual study would strengthen the intellect has proved erroneous, for in many cases it has had the opposite effect.”—*Testimonies*, vol. 3, pp. 142, 143.

“Self-denial and self-control have not been molded into [children’s] characters. They have been petted and indulged until they are spoiled for practical life. The love of pleasure controls minds, and children are flattered and indulged to their ruin. Children should be so trained and educated that they will expect temptations and calculate to meet difficulties and dangers. They should be taught to have control over themselves and to nobly overcome difficulties.”—*Ibid.*, pp. 143, 144.

3. ENVIRONMENT AND DISCIPLINE

- a. **Where is the ideal environment to begin true education, and what results should we seek? Genesis 2:15; Colossians 4:12 (last part).**

“The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature’s beautiful scenery. And their only textbook should be the treasures of nature.”—*Testimonies*, vol. 3, p. 137.

“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.”—*Christ’s Object Lessons*, p. 334.

- b. **How serious a responsibility is it to train children properly? How will children benefit by listening to their Christian parents? Proverbs 4:10, 20–26.**

“Fathers and mothers, think earnestly of the importance of your work. It rests with you to decide whether good or evil thoughts shall occupy the minds of your children.”—*Manuscript Releases*, vol. 18, p. 118.

“God hates the passion, evil tempers, etc., manifested by unruly children. He cannot save them in the time of trouble. They will be eternally lost. Parents, negligent, unfaithful parents, their blood will be upon you, and can you expect to be saved in the day of God’s fierce anger with the blood of your children upon you—children who might have been saved had you acted as faithful parents should?”—*Ibid.*, vol. 9, p. 322.

- c. **Describe the best atmosphere for learning. 1 Corinthians 16:14.**

“Children will respond by willing obedience to a rule of love. Commend your children whenever you can. Provide the little ones with innocent amusements. As soon as they are old enough, give them something to do, according to their strength. Encourage them with the thought that they are helping you. Then, in doing these little duties, they will find greater pleasure than in mere amusement. Do not let them pass through childhood in a dull routine. Never wound their hearts by a lack of consideration. Walk constantly in the way of the Lord, following the example set by Christ.”—*The Review and Herald*, January 29, 1901.

4. LAYING THE FOUNDATION

- a. Who are to be the first and favorite teachers? Deuteronomy 6:6–9.

“God had commanded the Hebrews to teach their children His requirements and to make them acquainted with all His dealings with their fathers. This was one of the special duties of every parent—one that was not to be delegated to another. In the place of stranger lips the loving hearts of the father and mother were to give instruction to their children.”—*Patriarchs and Prophets*, p. 592.

“Parents should be the only teachers of their children until they have reached eight or ten years of age.”—*Testimonies*, vol. 3, p. 137.

“Christ is ready to teach the father and the mother to be true educators.”—*Child Guidance*, p. 282.

- b. How can a warm, loving relationship with our children be enjoyed for a lifetime? Galatians 6:2; 2 Timothy 1:5; 3:15.

“Parents should encourage their children to confide in *them* and unburden to them their heart griefs, their little daily annoyances and trials.

“Kindly instruct them and bind them to your hearts. It is a critical time for children. Influences will be thrown around them to wean them from you which you must counteract. Teach them to make you their confidant. Let them whisper in your ear their trials and joys.

“Children would be saved from many evils if they would be more familiar with their parents. Parents should encourage in their children a disposition to be open and frank with them, to come to them with their difficulties and, when they are perplexed as to what course is right, to lay the matter just as they view it before the parents and ask their advice. Who are so well calculated to see and point out their dangers as godly parents? Who can understand the peculiar temperaments of their own children as well as they? The mother who has watched every turn of the mind from infancy, and is thus acquainted with the natural disposition, is best prepared to counsel her children. Who can tell as well what traits of character to check and restrain as the mother, aided by the father?”—*The Adventist Home*, pp. 190, 191.

5. INVESTING TIME AND KEEN INTEREST

- a. What argument do many parents make to justify a lack of attention to their children? What should they bear in mind? Ecclesiastes 3:1.

“Young children love companionship and can seldom enjoy themselves alone. They yearn for sympathy and tenderness. That which they enjoy they think will please mother also, and it is natural for them to go to her with their little joys and sorrows. The mother should not wound their sensitive hearts by treating with indifference matters that, though trifling to her, are of great importance to them. Her sympathy and approval are precious. An approving glance, a word of encouragement or commendation, will be like sunshine in their hearts, often making the whole day happy.”—*The Adventist Home*, p. 190.

“‘No time,’ says the father; ‘I have no time to give to the training of my children, no time for social and domestic enjoyments.’ Then you should not have taken upon yourself the responsibility of a family.”—*Ibid.*, p. 191.

- b. What painful words will God be forced to utter to negligent parents who fail to take active interest in their children? Matthew 7:23.

“[Parents who have misspent their time will] hear pronounced upon their children the terrible denunciation, ‘Depart!’ This separates their children forever from the joys and glories of heaven, and from the presence of Christ. And they themselves also receive the denunciation: Depart, ‘thou wicked and slothful servant’ (Matthew 25:26).” —*Testimonies*, vol. 3, p. 145.

PERSONAL REVIEW QUESTIONS

1. What is the first basic qualification of a good parent or teacher?
2. What is much more important than mere intellectual culture?
3. What factors make the best environment for learning?
4. Why is the relationship between parent and child so important?
5. How serious is one’s failure to “bond” with his or her children?

Centered in the Family

“Gather me the people together, and I will make them hear my words, that they may learn to fear me all the days that they shall live upon the earth, and that they may teach their children” (Deuteronomy 4:10).

“The education centering in the family was that which prevailed in the days of the patriarchs.”—*Education*, p. 33.

Suggested Reading: *Education*, pp. 20–22, 33–35, 187.

Sunday

April 6

1. THE HOME OF CHRIST: A MODEL

- a. **What schools did Christ attend, and how did this reflect the educational method given in Eden before the Fall? John 7:14, 15.**

“The system of education established in Eden centered in the family.”—*Education*, p. 33.

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

“The question asked during the Saviour’s ministry, ‘How knoweth this man letters, having never learned?’ does not indicate that Jesus was unable to read, but merely that He had not received a rabbinical education.”—*The Desire of Ages*, p. 70.

- b. **From what other source did Jesus obtain wisdom? Matthew 6:28, 29.**

“He who had made all things studied the lessons which [Jesus’] own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature.”—*The Desire of Ages*, p. 70.

Monday

April 7

2. FACING THE SIN OF ELI

- a. **What characterized the sons of Eli, and why? 1 Samuel 2:12.**

“[Eli’s sons] had no proper appreciation of the character of God or of the sacredness of His law. His service was to them a common thing. From childhood they had been accustomed to the sanctuary and its service; but instead of becoming more reverent, they had lost all sense of its holiness and significance.”—*Patriarchs and Prophets*, pp. 575, 576.

- b. **How did Eli’s weakness bring God’s frown—and serious disaster—upon Israel? 1 Samuel 2:29; 4:2, 10, 11, 18, 19, 22.**

“Loving peace and ease, [Eli] did not exercise his authority to correct the evil habits and passions of his children. Rather than contend with them or punish them, he would submit to their will and give them their own way. . . . The priest and judge of Israel had not been left in darkness as to the duty of restraining and governing the children that God had given to his care. But Eli shrank from this duty, because it involved crossing the will of his sons, and would make it necessary to punish and deny them.”—*Patriarchs and Prophets*, p. 575.

- c. **Why are we in danger of bringing a curse upon ourselves by desecrating God’s sanctuary in allowing our children to wander off and band together at the worship hour? Joel 2:16; Habakkuk 2:20.**

“Disorder and irreverence have become prevalent [in God’s holy sanctuary], and God has been dishonored. When the leaders in the church, ministers and people, father and mothers, have not had elevated views of this matter, what could be expected of the inexperienced children? They are too often found in groups, away from the parents, who should have charge of them. Notwithstanding they are in the presence of God, and His eye is looking upon them, they are light and trifling, they whisper and laugh, are careless, irreverent, and inattentive.”—*Testimonies*, vol. 5, pp. 496, 497.

3. TAKING HEED

- a. What warning is given to every mistakenly fond, indulgent parent? Proverbs 22:15.

“[Eli] overlooked the faults and sins of his sons in their childhood, flattering himself that after a time they would outgrow their evil tendencies. Many are now making a similar mistake. They think they know a better way of training their children than that which God has given in His word. They foster wrong tendencies in them, urging as an excuse, ‘They are too young to be punished. Wait till they become older, and can be reasoned with.’ Thus wrong habits are left to strengthen until they become second nature.”—*Patriarchs and Prophets*, pp. 578, 579.

“Children are left to *come up* instead of being *trained up*. The poor little children are thought not to know or understand a correction at ten or twelve months old, and they begin to show stubbornness very young. Parents suffer them to indulge in evil tempers and passions without subduing or correcting them, and by so doing they cherish and nourish these evil passions until they grow with their growth and strengthen with their strength.”—*The Review and Herald*, September 19, 1854.

“You excuse yourself by saying that your children are now beyond your control, too old for you to command. In this you mistake. None of your children are too old to respect your authority and obey your commands while they have the shelter of your roof.”—*Testimonies*, vol. 2, pp. 623, 624.

- b. Before having a baby, what should first be considered about the complexity of raising a child to God’s standard of righteousness?

“The question to be settled by you is, ‘Am I raising a family of children to strengthen the influence and swell the ranks of the powers of darkness, or am I bringing up children for Christ?’ . . .

“Fathers and mothers, when you know that you are deficient in a knowledge of how to train your children for the Master, why do you not learn your lessons? Why do you continue to bring children into the world to swell the numbers in Satan’s ranks? Is God pleased with this showing?”—*The Adventist Home*, pp. 163, 164.

4. ABRAHAM’S HOME: AN EXAMPLE

- a. What could God confidently say about Abraham? Genesis 18:19.

“[Abraham] would not only fear the Lord himself, but would cultivate religion in his home. He would instruct his family in righteousness. The law of God would be the rule in his household.”—*Patriarchs and Prophets*, p. 141.

- b. What key principle did Abraham embody in educating his children? 2 Corinthians 6:17, 18.

“Abraham sought by every means in his power to guard the inmates of his encampment against mingling with the heathen and witnessing their idolatrous practices, for he knew that familiarity with evil would insensibly corrupt the principles. The greatest care was exercised to shut out every form of false religion and to impress the mind with the majesty and glory of the living God as the true object of worship.”—*Patriarchs and Prophets*, p. 141.

- c. As far as opposition to idolatry is concerned, what parallel can be seen between Abraham and Paul? 1 Corinthians 10:14.

- d. Describe the fruit of Abraham’s way of educating, as shown in Isaac when he heard he was to be offered as a sacrifice. Genesis 22:1, 2, 6–10.

“It was with terror and amazement that Isaac learned his fate, but he offered no resistance. He could have escaped his doom, had he chosen to do so; the grief-stricken old man, exhausted with the struggle of those three terrible days, could not have opposed the will of the vigorous youth. But Isaac had been trained from childhood to ready, trusting obedience, and as the purpose of God was opened before him, he yielded a willing submission. He was a sharer in Abraham’s faith, and he felt that he was honored in being called to give his life as an offering to God. He tenderly seeks to lighten the father’s grief, and encourages his nerveless hands to bind the cords that confine him to the altar.”—*Patriarchs and Prophets*, p. 152.

5. SECRETS OF SUCCESS

- a. What characterized Abraham's daily life, and how should our life reflect it? Genesis 13:3, 4; 26:5; Psalm 119:1.

"If ever there was a time when every house should be a house of prayer, it is now. Fathers and mothers should often lift up their hearts to God in humble supplication for themselves and their children. Let the father, as priest of the household, lay upon the altar of God the morning and evening sacrifice, while the wife and children unite in prayer and praise. In such a household Jesus will love to tarry."—*Patriarchs and Prophets*, p. 144.

- b. Explain the depth of God's longing for us today. Deuteronomy 4:10.

"There are few parents who realize how important it is to give to their children the influence of a godly example. Yet this is far more potent than precept. No other means is so effective in training them in right lines. The children and youth must have a true copy in right-doing if they succeed in overcoming sin and perfecting a Christian character. This copy they should find in the lives of their parents."—*In Heavenly Places*, p. 212.

"Children must see in the lives of their parents that consistency which is in accordance with their faith."—*Testimonies*, vol. 4, p. 621.

"Your hired helpers should understand that they are not at liberty to infringe upon any of your rules in regard to the management of your children. If they fail to comply with this requirement, and secretly indulge your children in that which you have forbidden, discharge them at once. Let nothing interfere with your family government."—*The Signs of the Times*, December 19, 1878.

PERSONAL REVIEW QUESTIONS

1. Where and how did both Adam and Jesus obtain their education?
2. What did Eli falsely assume about the evil ways of his toddlers?
3. What is often underestimated in bringing babies into the world?
4. How can we teach our children to become more like Isaac?
5. How can we become more like Abraham in guiding our homes?

Discerning the Counterfeits

"Wherefore do ye spend money for that which is not bread? and your labour for that which satisfieth not?" (Isaiah 55:2).

"Through educational processes [Satan, the master mind in the confederacy of evil] is doing all in his power to obscure heaven's light."—*Testimonies*, vol. 8, p. 305.

Suggested Readings: *Testimonies*, vol. 5, pp. 542-549; *Ibid.*, vol. 8, pp. 305-311.

1. PHILOSOPHICAL SPECULATIONS

- a. What warning is found in God's Word concerning human philosophy? Colossians 2:8.

"Philosophical speculation and scientific research in which God is not acknowledged are making skeptics of thousands of the youth. 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."—*Testimonies*, vol. 8, p. 305.

- b. How did certain philosophers react upon seeing Paul? Acts 17:18. What only can be expected of those who know not God? Jeremiah 8:9.

"It is because the human heart is inclined to evil that there is so great danger in sowing 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."—*Testimonies*, vol. 8, p. 305.

2. THE INFLUENCE OF UNBELIEVERS

- a. **Why are unbelieving teachers so dangerous, regardless of their intellectual capabilities? Romans 1:22; 1 Corinthians 1:20.**

“There is nothing that [Satan] desires more than to destroy confidence in God and in His word. Satan stands at the head of the great army of doubters, and he works to the utmost of his power to beguile souls into his ranks. It is becoming fashionable to doubt. There is a large class by whom the word of God is looked upon with distrust for the same reason as was its Author—because it reproves and condemns sin. Those who are unwilling to obey its requirements endeavor to overthrow its authority. They read the Bible, or listen to its teachings as presented from the sacred desk, merely to find fault with the Scriptures or with the sermon. Not a few become infidels in order to justify or excuse themselves in neglect of duty. Others adopt skeptical principles from pride and indolence. Too ease-loving to distinguish themselves by accomplishing anything worthy of honor, which requires effort and self-denial, they aim to secure a reputation for superior wisdom by criticizing the Bible. There is much which the finite mind, unenlightened by divine wisdom, is powerless to comprehend; and thus they find occasion to criticize.”—*The Great Controversy*, p. 526.

- b. **How are the ideas of the young affected by infidel influences, whether from authors, teachers, or friends? 1 Corinthians 15:33; Luke 6:39.**

“Can we . . . expect the youth to maintain Christian principles and to develop Christian character while their education is largely influenced by the teachings of pagans, atheists, and infidels?”—*Testimonies*, vol. 8, p. 306.

“If parents desire their children to be pure, they must surround them with pure associations such as God can approve.”—*Child Guidance*, p. 114.

- c. **Instead of reading the works of unbelieving authors, what should young people do? Isaiah 34:16; Matthew 11:28–30.**
-

3. EVALUATING OUR BOOKSHELVES

- a. **What happens to those who study history or theology written by unbelieving authors? Ecclesiastes 12:12; Isaiah 50:11.**

“Many who are seeking a preparation for the Lord’s work think it essential to accumulate large volumes of historical and theological writings. They suppose that the study of these works will be a great advantage to them in learning how to reach the people. This is an error.”—*Testimonies*, vol. 8, p. 307.

- b. **What warning is given against myths, fairy tales, romance novels, and other fiction, even if they are renowned as “classics”? Isaiah 55:2.**

“In the education of children and youth, fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in the schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood? When the children ask the meaning of stories so contrary to the teaching of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use.”—*Testimonies*, vol. 8, pp. 308, 309.

- c. **What effect does reading such publications have upon the mind-
sof children and young people? Proverbs 14:12.**

“The ideas presented in these [make-believe] books mislead the children. They impart false views of life and beget and foster a desire for the unreal.

“The widespread use of such books at this time is one of the cunning devices of Satan. . . . He means that our children and youth shall be swept away by the soul-destroying deceptions with which he is flooding the world. Therefore he seeks to divert their minds from the word of God, and thus prevent them from gaining a knowledge of those truths that would be their safeguard.

“Never should books containing a perversion of truth be placed before children or youth.”—*Testimonies*, vol. 8, p. 309.

4. PEER PRESSURE AND COMPETITION

- a. In many schools, what oppressive influence often carries more weight with the students than either their teachers or their books? Isaiah 3:4.

“The influence of association is never stronger than in school life.”—*Fundamentals of Christian Education*, p. 297.

“Very many of those who leave their homes innocent and pure, become corrupted by their associations at school.”—*Ibid.*, p. 40.

“Little do parents consider that injurious impressions are far more readily received by the young than are divine impressions; therefore their associations should be the most favorable for the growth of grace and for the truth revealed in the word of God to be established in the heart. If children are with those whose conversation is upon unimportant, earthly things, their minds will come to the same level. If they hear the principles of religion slurred and our faith belittled, if sly objections to the truth are dropped in their hearing, these things will fasten in their minds and mold their characters. . . . When a wrong impression is left upon the mind in youth, a mark is made, not on sand, but on enduring rock.”—*Testimonies*, vol. 5, pp. 544, 545.

“Those who attend school could have an influence for the Saviour; but who name the name of Christ? and who are seen pleading with tender earnestness with their companions to forsake the ways of sin and choose the path of holiness?

“This is the course which the believing young should take, but they do not; it is more congenial to their feelings to unite with the sinner in sport and pleasure.”—*Messages to Young People*, p. 205.

- b. What evil characteristic of human nature corrupts and pollutes much learning that might have been useful? 2 Corinthians 10:12.

“More harm than good results from the practice of offering prizes and rewards.”—*Counsels to Parents, Teachers, and Students*, p. 270.

“You have loved to debate the truth and loved discussions; but these contests have been unfavorable to your forming a harmonious Christian character, for in this is a favorable opportunity for the exhibition of the very traits of character that you must overcome if you ever enter heaven.”—*Testimonies*, vol. 3, p. 424.

5. A PURE SOURCE

- a. What change in our educational ideas does God call us to make if we truly want to follow His ways? Jeremiah 2:13; 6:16; Psalm 119:9, 10.

“In [Christ’s] teaching we may drink of the pure streams that flow from the throne of God.”—*Testimonies*, vol. 8, p. 309.

- b. What challenge should be our foremost aim? Proverbs 4:23.

“Heart education is of more importance than the education gained from books.”—*Testimonies*, vol. 8, p. 311.

“We cannot afford to separate spiritual from intellectual training. Well may parents dread intellectual greatness for their children, unless it is balanced by a knowledge of God and His ways. It is of great importance that the youth take with them from school an intelligent love for God and His truth. This lies at the foundation of all true knowledge. We are in a world subject to disease and death. He who during his lifetime serves God faithfully has the assurance that he will come forth from the grave to a glorious immortality. Of such a one it may indeed be said, ‘It is well with his soul.’ In every school in our land the Lord God of Israel should be exalted, revered, and honored. In the place of unsanctified rivalry for earthly honor, the highest ambition of students should be to go forth strengthened, established missionaries for God, educators who can teach what they have learned. Goodness alone is true greatness.”—*The Youth’s Instructor*, August 31, 1899.

PERSONAL REVIEW QUESTIONS

1. What danger lurks in bowing to the authority of modern science?
2. Why is so much that is taught in today’s typical education a snare?
3. Against what temptation should all guard when studying theology?
4. What types of reading and influences pervert the mind of a child?
5. What should be our real purpose in education?

Knowledge Acquired From God's Word

“Happy is the man that findeth wisdom, and the man that getteth understanding” (Proverbs 3:13).

“Received, believed, obeyed, [the whole Bible] is the great instrumentality in the transformation of character. And it is the only sure means of intellectual culture.”—*Testimonies*, vol. 8, p. 319.

Suggested Reading: *Testimonies*, vol. 8, pp. 311–324.

Sunday

April 20

1. ESSENTIAL KNOWLEDGE

- a. **What fundamental knowledge is essential to salvation? John 17:3.**

“The knowledge of God as revealed in His word is the knowledge to be given to our children. From the earliest dawn of reason they should be made familiar with the name and the life of Jesus.”—*Testimonies*, vol. 8, p. 320.

- b. **What is to be the children's first lesson, and how, by example, can parents impress it in their heart? Psalm 89:26; 1 John 4:11.**

“The very first lesson given [to our children] should be that God is their Father. Their very first training should teach them to render loving obedience. Reverently and tenderly let the word of God be read and repeated to them, in portions suited to their comprehension and adapted to awaken their interest. Above all, let them learn of His love revealed in Christ, and its great lesson: ‘If God so loved us, we ought also to love one another’ (1 John 4:11).”—*Testimonies*, vol. 8, p. 320.

“Some parents do not understand their children and are not really acquainted with them. There is often a great distance between parents and children. . . .

“[The father and the mother] should make themselves companions to their children.”—*The Adventist Home*, p. 190.

Monday

April 21

2. EXPERIMENTAL KNOWLEDGE

- a. **With what descriptions could the disciples say they knew Christ?**

1. John (1 John 1:1).
2. Peter (2 Peter 1:16–18).
3. The Twelve and more than 500 believers (1 Corinthians 15:5–7).
4. Paul (1 Corinthians 15:8; Acts 9:4, 5).

- b. **How can we personally know Christ—and teach our young on such a basis? Psalm 34:8; Ephesians 3:14–19.**

“Let the youth make the word of God the food of mind and soul. Let the cross of Christ be made the science of all education, the center of all teaching and all study. Let it be brought into the daily experience in practical life. So will the Saviour become to the youth a daily companion and friend. . . .

“Through faith they will come to know God by an experimental knowledge. They have proved for themselves the reality of His word, the truth of His promises. They have tasted, and they know that the Lord is good.”—*Testimonies*, vol. 8, pp. 320, 321.

- c. **How can we develop our knowledge of God? John 5:39; 14:6, 7.**

- d. **What should all be able to declare? Galatians 6:14; 2 Timothy 1:12.**

“Everyone may be able, through his own experience, to ‘set his seal to this, that God is true’ (John 3:33, ARV). He can bear witness to that which he himself has seen and heard and felt of the power of Christ. He can testify:

“ ‘I needed help, and I found it in Jesus. Every want was supplied, the hunger of my soul was satisfied; the Bible is to me the revelation of Christ. I believe in Jesus because He is to me a divine Saviour. I believe the Bible because I have found it to be the voice of God to my soul.’ ”—*Testimonies*, vol. 8, p. 321.

3. THE YOUNG ARE NOT EXEMPT

- a. **Why is it so important to instill a Christlike character even in our young children? Proverbs 3:13; 20:11.**

“The young are apt to conclude that not much responsibility, care-taking, or burden bearing is expected of them. But the obligation to reach the Bible standard rests upon every one. The light which shines in privileges and opportunities, in the ministry of the word, in counsels, warnings, and reproof, will perfect character or condemn the careless. The light is to be cherished by the young as well as by those who are older. Who will now take a position for God in contrast to the ease-loving and self-indulgent ones?”—*The Signs of the Times*, September 11, 1884.

- b. **What reality is to be impressed upon the young? Ecclesiastes 11:9.**

“Children and youth have trained their minds so that they delight in exciting displays; and they have a positive dislike for the sober, useful duties of life. They live lives more after the order of the brute creation. They have no thoughts of God or of eternal realities, but flit like butterflies in their season. They do not act like sensible beings whose lives are capable of measuring with the life of God, and who are accountable to Him for every hour of their time. What assurance has any child or youth that even one day of life may be his? Children and youth die, and they know not how soon their probation will close, and their destiny be fixed for eternal life or everlasting death. Let children and youth take Christ for their example.”—*The Youth’s Instructor*, July 20, 1893.

“In doing the work that was marked out for Him, [young Jesus] had no time for indulgence in exciting, useless amusements. He took no part in that which would poison the moral and lower the physical tone, but was trained in useful labor and even for the endurance of hardship.”—*The Adventist Home*, p. 507.

“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.”—*Ibid.*, pp. 287, 288.

4. TOTALLY ALONE WITH GOD

- a. **What part of Moses’ education inspired a special desire in his heart, and how did God reward his plea? Exodus 3:1; 33:18, 19.**

“The most valuable preparation for [Moses’] lifework was that which he received while employed as a shepherd. Moses was naturally of an impetuous spirit. In Egypt a successful military leader and a favorite with the king and the nation, he had been accustomed to receiving praise and flattery. He had attracted the people to himself. He hoped to accomplish by his own powers the work of delivering Israel. Far different were the lessons he had to learn as God’s representative. 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.

“In this work Moses was drawn nearer to the Chief Shepherd. He became closely united to the Holy One of Israel. No longer did he plan to do a great work. He sought to do faithfully as unto God the work committed to his charge. He recognized the presence of God in his surroundings. All nature spoke to him of the Unseen One. He knew God as a personal God, and, in meditating upon His character he grasped more and more fully the sense of His presence. He found refuge in the everlasting arms.”—*The Ministry of Healing*, pp. 474, 475.

- b. **What portion of Paul’s education was vital preparation for his lifework? Galatians 1:15–19.**

“In the solitude of the desert, Paul had ample opportunity for quiet study and meditation. He calmly reviewed his past experience and made sure work of repentance. He sought God with all his heart, resting not until he knew for a certainty that his repentance was accepted and his sin pardoned. He longed for the assurance that Jesus would be with him in his coming ministry. He emptied his soul of the prejudices and traditions that had hitherto shaped his life, and received instruction from the Source of truth. Jesus communed with him and established him in the faith, bestowing upon him a rich measure of wisdom and grace.”—*The Acts of the Apostles*, pp. 125, 126.

5. SEEKING THE RIGHT KIND OF GLORY

a. In what does God’s glory consist? Exodus 34:6, 7.

“The Saviour is watching the development of character. He is weighing moral worth. With what pleasure He looks upon the students, both old and young, who are daily hearing the instruction from His written word! . . .

“The moment we glance inquiringly toward Christ, seeking His grace, He advances to us.”—*The Review and Herald*, October 25, 1898.

“Our lives may seem a tangle; but as we commit ourselves to the wise Master Worker, He will bring out the pattern of life and character that will be to His own glory. And that character which expresses the glory—character—of Christ will be received into the Paradise of God.”—*The Desire of Ages*, p. 331.

b. By shunning peer pressure and worldly connections, with what healthful sufficiency can we equip our young? Psalms 46:10; 73:25.

“Parents should educate their children to have moral independence, not to follow impulse and inclination, but to exercise their reasoning powers, and to act from principle. Let mothers inquire, not for the latest fashion, but for the path of duty and usefulness, and direct the steps of their children therein. Simple habits, pure morals, and a noble independence in the right course, will be of more value to the youth than the gifts of genius, the endowments of learning, or the external polish which the world can give them.”—*Temperance*, p. 184.

PERSONAL REVIEW QUESTIONS

1. What knowledge is fundamental to salvation?
2. How can we “taste and see that the Lord is good”?
3. What is forgotten in today’s world of distracting entertainment?
4. Why can times of solitude in nature draw us to God?
5. How does the glory of God differ from the glitter of the world?

First Sabbath Offering

for the Mission Work in Africa



The message of Reformation came early to the continent of Africa. By 1926 the work was already growing at a steady pace in such places as Northern and Southern Rhodesia.

Besides the assistance from the General Conference, brethren and sisters from Germany, Brazil, and Australia were most active in the furtherance of spreading the gospel in Africa in the latter half of the twentieth century.

“God has a great work to be accomplished in Africa, and no plans must be laid without the aid of His infinite wisdom. After your plans of labor have been talked over together, mingled with earnest prayer, work, work for Christ.”—*Manuscript Releases*, vol. 3, p. 293.

At the time this quarterly goes to the press, the work of the Reform Movement in Africa is organized into 30 fields and missions. There is an urgent need to pay for mission expenses in this growing region. The offering given this Sabbath will be primarily used to assist the development in the newest missions in the African Region formed after 2003: Burundi, Cameroon, Malawi, Rwanda, Tanzania, Uganda, and the newer missions in the large country of Congo, such as Bandundu Mission, Kasai-Occidental Mission, Kasai-Oriental Mission, North Kivu and South Kivu.

Please remember in your prayers the brethren and sisters in these missions as they give the final message of warning in their part of the world. Your gifts will bring the gospel to a people hungering and thirsting for the bread and water of life.

African Regional Secretary

The Search for True Knowledge

“The fear of the Lord is the beginning of knowledge” (Proverbs 1:7).

“In a knowledge of God all true knowledge and real development have their source.”—*Education*, p. 14.

Suggested Reading: *Testimonies*, vol. 3, pp. 221–227.

Sunday

April 27

1. CONSTANTLY CRUCIFYING SELF

a. **As Christians, what is our greatest battle? Galatians 5:17, 24.**

“Wrongs cannot be righted, nor can reformations in character be made, by a few feeble, intermittent efforts. Sanctification is the work, not of a day, or of a year, but of a lifetime. The struggle for conquest over self, for holiness and heaven, is a lifelong struggle. Without continual effort and constant activity there can be no advancement in the divine life, no attainment of the victor’s crown.”—*Testimonies*, vol. 8, pp. 312, 313.

b. **What does Paul show that it is vital to Christian life? 1 Corinthians 15:31.**

“Paul’s sanctification was the result of a constant conflict with self. . . . His will and his desires every day conflicted with duty and the will of God. Instead of following inclination, he did God’s will, however crucifying to his own nature.”—*Testimonies*, vol. 8, p. 313.

“It is the daily dying to self in the little transactions of life that makes us overcomers. We should forget self in the desire to do good to others.”—*Ibid.*, vol. 2, p. 132.

“You need a fresh conversion every day. Die daily to self, keep your tongue as with a bridle, control your words, cease your murmurings and complaints.”—*Ibid.*, vol. 1, p. 699.

Monday

April 28

2. NO TIME TO WASTE

a. **What urgent decision should be made by all who hear Christ’s invitation? 2 Corinthians 6:1, 2.**

“We have no time to lose. We know not how soon our probation may close. Eternity stretches before us. The curtain is about to be lifted. Christ is soon to come. The angels of God are seeking to attract us from ourselves and from earthly things. Let them not labor in vain.”—*Testimonies*, vol. 8, p. 314.

b. **What declaration will soon be pronounced? Revelation 22:11, 12.**

“A storm is coming, relentless in its fury. Are we prepared to meet it?”

“We need not say: The perils of the last days are soon to come upon us. Already they have come. We need now the sword of the Lord to cut to the very soul and marrow of fleshly lusts, appetites, and passions.”—*Testimonies*, vol. 8, p. 315.

c. **In view of our limited time before probation closes, what decisive actions must we be taking? Philippians 3:13, 14; Colossians 4:5.**

“If we would press forward to the mark of our high calling in Christ Jesus, we must show that we are emptied of all self, and supplied with the golden oil of grace. God is dealing with us through His providence. From eternity He has chosen us to be His obedient children. He gave His Son to die for us, that we might be sanctified through obedience to the truth, cleansed from all the littleness of self. Now He requires of us a personal work, a personal self-surrender. We are to be controlled by the Holy Spirit. God can be honored only when we who profess to believe in Him are conformed to His image. We are to represent to the world the beauty of holiness, and we shall never enter the gates of the city of God until we perfect a Christlike character. If we, with trust in God, strive for sanctification, we shall receive it. Then, as witnesses for Christ, we may make known what the grace of God has wrought in us.”—*The Youth’s Instructor*, August 24, 1899.

3. REALIZING OUR FRAILTY

a. As believers, what requirement is essential for us? Matthew 16:24.

“Man’s great danger is in being self-deceived, indulging self-sufficiency, and thus separating from God, the source of his strength. Our natural tendencies, unless corrected by the Holy Spirit of God, have in them the seeds of moral death. Unless we become vitally connected with God, we cannot resist the unhallowed effects of self-love, self-indulgence, and temptation to sin.

“In order to receive help from Christ, we must realize our need. We must have a true knowledge of ourselves. It is only he who knows himself to be a sinner that Christ can save. Only as we see our utter helplessness and renounce all self-trust, shall we lay hold on divine power.”—*Testimonies*, vol. 8, pp. 315, 316.

“Without a murmur or complaint lift the cross. In the act of lifting it, you will find that it lifts you. You will find it alive with mercy, compassion, and pitying love.”—*The Youth’s Instructor*, September 12, 1901.

b. How long must we deny self and look to God? Isaiah 26:4.

“It is not only at the beginning of the Christian life that this renunciation of self is to be made. At every advance step heavenward it is to be renewed. All our good works are dependent on a power outside of ourselves; therefore there needs to be a continual reaching out of the heart after God, a constant, earnest confession of sin and humbling of the soul before Him. Perils surround us; and we are safe only as we feel our weakness and cling with the grasp of faith to our mighty Deliverer.”—*Testimonies*, vol. 8, p. 316.

c. How does this process involve thoughts? Proverbs 1:7; 1 Peter 1:13.

“Minds that have been given up to loose thought need to change. . . . The thoughts must be centered upon God. Now is the time to put forth earnest effort to overcome the natural tendencies of the carnal heart.”—*Testimonies*, vol. 8, p. 315.

4. GETTING FOCUSED

a. For victory, where must we focus our attention? Colossians 3:1, 2.

“We must turn away from a thousand topics that invite attention. There are matters that consume time and arouse inquiry, but end in nothing. The highest interests demand the close attention and energy that are too often given to comparatively insignificant things.”—*Testimonies*, vol. 8, p. 316.

b. How are we warned against indulging in speculation on strange, new theories? Hebrews 13:9 (first part); 1 Timothy 1:4-7.

“Accepting new theories does not bring new life to the soul. Even an acquaintance with facts and theories important in themselves is of little value unless put to a practical use. We need to feel our responsibility to give our souls food that will nourish and stimulate spiritual life.”—*Testimonies*, vol. 8, p. 316.

“I have seen the danger of the messengers running off from the important points of present truth, to dwell upon subjects that are not calculated to unite the flock and sanctify the soul. Satan will here take every possible advantage to injure the cause.

“But such subjects as the sanctuary, in connection with the 2300 days, the commandments of God and the faith of Jesus, are perfectly calculated to explain the past Advent movement and show what our present position is, establish the faith of the doubting, and give certainty to the glorious future.”—*Early Writings*, p. 63.

“We are not doing the will of God when we speculate upon things that He has seen fit to withhold from us. The question for us to study is: ‘What is truth, the truth for this time, which is to be cherished, loved, honored, and obeyed?’ The devotees of science have been defeated and disheartened in their efforts to find out God. What they need to inquire at this time is: ‘What is the truth that will enable us to win the salvation of our souls?’ . . .

“There are many who, in dwelling too largely upon theory, have lost sight of the living power of the Saviour’s example. They have lost sight of Him as the humble, self-denying worker. What they need is to behold Jesus. Daily we need the fresh revealing of His presence. We need to follow more closely His example of self-renunciation and sacrifice.”—*Testimonies*, vol. 8, p. 317.

5. PERSONAL KNOWLEDGE OF CHRIST

- a. What does it really mean to know Christ—and to be truly educated? Isaiah 26:3; Philippians 3:10.

“The knowledge of God and of Jesus Christ expressed in character is an exaltation above everything else that is esteemed on earth or in heaven. It is the very highest education.”—*Testimonies*, vol. 8, p. 317.

- b. What experience do we sorely need, and how will it affect our relationships with others? 1 Peter 1:15, 16; Philippians 2:5–8, 3.

“[God] desires that we shall constantly be growing in holiness, in happiness, in usefulness.”—*The Ministry of Healing*, p. 398.

“Be so considerate, so tender, so compassionate, that the atmosphere surrounding you will be fragrant with Heaven’s blessing. Do not discourage yourself and others by talking of defects of character. Talk of the light of which heaven is full. Look away from the imperfections of others to the perfection of Christ. Praise wherever you can. Love God and those around you. Forget yourself. . . .

“Let joy and love and the grace of Christ perfect your character. Let a willingness to obey make your path bright.”—*The Youth’s Instructor*, September 12, 1901.

PERSONAL REVIEW QUESTIONS

1. What daily need do we too often overlook in our Christian life?
2. In view of the shortness of time, what ought to be our priority?
3. How does looking to the cross affect our thoughts and plans?
4. Into what pitfall do many plunge, even with the Bible in hand?
5. If we attain a high level of true education, will we cause others to feel intimidated, belittled, and inferior—or instead, will they somehow feel more hopeful, brighter, and themselves uplifted by our contact?

Our Deep Need for Educational Reform

“The Lord giveth wisdom: out of his mouth cometh knowledge and understanding” (Proverbs 2:6).

“John the Baptist received a training for his lifework, not in the schools of the rabbis, but in the wilderness, alone with God and His Word.”—*Sermons and Talks*, vol. 1, p. 394.

Suggested Reading: *Testimonies*, vol. 6, pp. 126–133.

1. A DISTINCT RESPONSIBILITY

- a. What is God’s mandate for all human beings who accept the three angels’ messages? Revelation 14:6–12; 1 Peter 1:12.

“In the book of Revelation we read of a special work that God desires to have His people do in these last days. He has revealed His law and shown us the truth for this time. This truth is constantly unfolding, and God designs that we shall be intelligent in regard to it, that we may be able to distinguish between right and wrong, between righteousness and unrighteousness.”—*Testimonies*, vol. 6, pp. 127, 128.

“There are many precious truths contained in the Word of God, but it is ‘present truth’ that the flock needs now.”—*Early Writings*, p. 63. [Author’s emphasis.]

- b. Why is studying prophecy vital to our education? 2 Peter 1:19.

“The third angel’s message, the great testing truth for this time, is to be taught in all our institutions. God designs that through them this special warning shall be given, and bright beams of light shall shine to the world. Time is short. The perils of the last days are upon us, and we should watch and pray, and study and heed the lessons that are given us in the books of Daniel and the Revelation. . . .

“These things concern our eternal welfare, and teachers and students should give more attention to them.”—*Testimonies*, vol. 6, pp. 128, 129.

2. OUR MODEL OF TRUE EDUCATION

- a. How early in life were the educational goals for John the Baptist established? Luke 1:13-17, 24, 25, 39-41. How did he respond?

“John the Baptist, the forerunner of Christ, received his early training from his parents. The greater portion of his life was spent in the wilderness, that he might not be influenced by beholding the lax piety of the priests and rabbis or by learning their maxims and traditions, through which right principles were perverted and belittled. . . . It was John’s choice to forgo the enjoyments and luxuries of city life for the stern discipline of the wilderness. Here his surroundings were favorable to habits of simplicity and self-denial. Uninterrupted by the clamor of the world, he could here study the lessons of nature, of revelation, and of providence. The words of the angel to Zacharias had been often repeated to John by his God-fearing parents. From his childhood his mission had been kept before him, and he accepted the holy trust. To him the solitude of the desert was a welcome escape from the society in which suspicion, unbelief, and impurity had become well-nigh all-pervading. He distrusted his own power to withstand temptation and shrank from constant contact with sin lest he should lose the sense of its exceeding sinfulness.

“But the life of John was not spent in idleness, in ascetic gloom, or in selfish isolation. From time to time he went forth to mingle with men, and he was ever an interested observer of what was passing in the world. From his quiet retreat he watched the unfolding of events. With vision illuminated by the Divine Spirit, he studied the characters of men, that he might understand how to reach their hearts with the message of heaven.”—*Testimonies*, vol. 8, pp. 221, 222.

“[John] did not live [in the wilderness] for any selfish purpose. In his time the Jewish religious teachers had well-nigh lost all spiritual life. Nothing in their teaching stood out clear and convincing. They had so inclosed themselves within themselves, and were regarded as possessing such sanctity, that none of the people disputed what they said or taught.

“But the life of John was a special life; and it was the will of God that he should separate from the busy haunts of men, and learn his life lessons from nature and from nature’s God, receiving his impressions from Him alone.”—*The Signs of the Times*, February 18, 1897.

3. EDUCATED FOR A MISSION

- a. As education is training for a lifework, what is the underlying lifework of all who accept the three angels’ messages, regardless of the occupation they pursue? Matthew 3:1-3; Luke 11:1 (last part).

“What is our work? The same as that given to John the Baptist.”—*Testimonies*, vol. 8, p. 9.

“The same spirit that actuated Jesus controlled the mind of John the Baptist. Their testimony corresponded; their lives were given to the same reformatory work. . . . John, by his unselfish joy in the successful ministry of Jesus, presents to the world the truest type of nobility ever exhibited by mortal man.”—*The Spirit of Prophecy*, vol. 2, pp. 138, 139.

- b. Why should we be inspired by the example of Bro. Shireman whom the Lord’s messenger saw fit to mention by name? Proverbs 2:6.

“There is one here in this congregation, Shireman by name, who has established church after church; and how did he establish them? He went into a field where there was nothing. He was a carpenter. He would build his house, and then call in the people, and hold Bible readings. There he would work till a good, strong church was established. Then did he stand and say, Look at the good work I have done? No; he would go to another place, and repeat the same thing. This he did over and over again.

“Where did this brother get his education? I will tell you. He got it in the same manner that John the Baptist got his education, when he went into the desert and into the wilderness. The priests and rulers were so troubled and distressed because John did not walk according to the old, regular order in getting his education. Yet Jesus said there was not a greater prophet than John the Baptist.

“We do not say that you should go nowhere or anywhere to get an education, but we do say that every man is not dependent upon a school or college education to do work for the Master, if he is converted to God, soul, body, and spirit. He is in connection with the great Teacher, the greatest Missionary that the world ever knew.”—*The General Conference Bulletin*, April 8, 1901.

4. THE BASIS OF ALL EDUCATION

a. What is the most effective protection against sin? Psalm 119:11.

“The urgent necessities that are making themselves felt in this time demand a constant education in the word of God. This is present truth. Throughout the world there should be a reform in Bible study, for it is needed now as never before.”—*Testimonies*, vol. 6, p. 131.

b. Explain the depth of the Bible’s role in true education. Proverbs 9:10.

“The great work of life is character building, and a knowledge of God is the foundation of all true education.”—*Christian Education*, pp. 64, 65.

“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.”—*Special Testimonies on Education*, p. 217.

c. How are we blessed by studying and obeying God’s word? Jeremiah 15:16; John 6:63; 2 Timothy 3:16, 17.

“The word must be searched in order to purify and prepare those who receive it to become members of the royal family, children of the heavenly King.”—*Testimonies*, vol. 6, p. 132.

“As [God’s hungering, thirsting people] feed upon His word, they find that it is spirit and life. The word destroys the natural, earthly nature, and imparts a new life in Christ Jesus. The Holy Spirit comes to the soul as a Comforter. By the transforming agency of His grace, the image of God is reproduced in the disciple; he becomes a new creature. Love takes the place of hatred, and the heart receives the divine similitude. This is what it means to live ‘by every word that proceedeth out of the mouth of God’ (Matthew 4:4). This is eating the Bread that comes down from heaven.”—*The Desire of Ages*, p. 391.

5. THE HIGHEST PLACE: HUMILITY

a. When we are truly educated, what fruits are seen? James 3:17.

“While the gospel constantly sanctifies and ennoble the receiver, it will never lead us to cherish selfish and exalted ideas of our own ability or merit in contrast with that of others. It never nurtures pride and self-esteem. Every soul who sees Christ as He is, will abase self. He will exalt the Saviour as the ‘chiefest among ten thousand,’ the One ‘altogether lovely’ (Song of Solomon 5:10, 16).

“The most essential, enduring education is that which will develop the nobler qualities, which will encourage a spirit of universal kindness, leading the youth to think no evil of any one lest they shall misjudge motives and misinterpret words and actions. The time devoted to this kind of instruction will yield fruit to everlasting life.”—*Christian Education*, pp. 201, 202.

“The essence of true politeness is consideration for others. The essential, enduring education is that which broadens the sympathies and encourages universal kindness. That so-called culture which does not make a youth deferential toward his parents, appreciative of their excellences, forbearing toward their defects, and helpful to their necessities; which does not make him considerate and tender, generous and helpful toward the young, the old, and the unfortunate, and courteous toward all, is a failure.”—*Education*, p. 241.

b. What should educators ever keep in mind? 2 Corinthians 3:5.

“We want more of God and less of self. When we get the education that is needful, we should impart it.”—*The General Conference Bulletin*, April 8, 1901.

PERSONAL REVIEW QUESTIONS

1. Why is our era distinct in what needs to be taught in education?
2. What should we learn from the education of John the Baptist?
3. How did the attitude of Bro. Shireman reveal his higher education?
4. Why is the Bible the most effective textbook we can have?
5. Instead of exaltation by degrees, what does God honor in education?

The Character and Work of the Teacher

“Ye also, as lively stones, are built up a spiritual house, an holy priesthood, to offer up spiritual sacrifices, acceptable to God by Jesus Christ” (1 Peter 2:5).

“The Christian teacher who faithfully presents the word of truth, leading his converts to holiness of heart and life, is bringing precious material to the foundation; and in the kingdom of God he will be honored as a wise builder.”—*Sketches From the Life of Paul*, pp. 159, 160.

Suggested Reading: *Testimonies*, vol. 6, pp. 145–167.

Sunday

May 11

1. BAPTIZED BY THE HOLY SPIRIT

a. What factor is indispensable to a Christian teacher? John 16:13.

“Principal and teachers need to be baptized with the Holy Spirit.”—*Testimonies*, vol. 6, p. 153.

“Baptized with the Spirit of Jesus, there will be a love, a harmony, a meekness, a hiding of the self in Jesus that the wisdom of Christ will be given, the understanding enlightened; that which seems dark will be made clear. The faculties will be enlarged and sanctified. He can lead those He is fitting for translation to heaven to loftier heights of knowledge and broader views of truth.”—*Counsels to Writers and Editors*, p. 81.

b. What should be constantly in a teacher’s mind? 1 Corinthians 3:9; Hebrews 12:2, 3.

“Christ taught in a way altogether different from ordinary methods, and we are to be laborers together with Him.”—*Testimonies*, vol. 6, p. 153.

Monday

May 12

2. STUDENTS OF GOD’S WORD

a. Name some key points a teacher should practice in order to obtain success. 1 Timothy 4:12, 13, 16; 2 Timothy 2:15.

“Teaching means much more than many suppose. It requires great skill to make the truth understood. For this reason every teacher should strive to have an increased knowledge of spiritual truth, but he cannot gain this knowledge while divorcing himself from the word of God. If he would have his powers and capabilities daily improved he must study; he must eat and digest the word, and work in Christ’s lines. The soul that is nourished by the bread of life will have every faculty vitalized by the Spirit of God. This is the meat which endureth unto everlasting life. . . .

“In all their instruction teachers should impart light from the throne of God; for education is a work the effect of which will be seen throughout the ceaseless ages of eternity.

“Teachers should lead students to think, and clearly to understand the truth for themselves. It is not enough for the teacher to explain or for the student to believe; inquiry must be awakened, and the student must be drawn out to state the truth in his own language, thus making it evident that he sees its force and makes the application. By painstaking effort the vital truths should thus be impressed upon the mind. This may be a slow process; but it is of more value than rushing over important subjects without due consideration.”—*Testimonies*, vol. 6, pp. 153, 154.

b. What is the first step in effective teaching? Psalms 1:2; 143:8.

“Teachers need to be constant learners. The reformers need to be themselves reformed, not only in their methods of labor, but in their own hearts.”—*Testimonies*, vol. 6, p. 154.

“It would be well for us to spend a thoughtful hour each day in contemplation of the life of Christ. We should take it point by point, and let the imagination grasp each scene, especially the closing ones. As we thus dwell upon His great sacrifice for us, our confidence in Him will be more constant, our love will be quickened, and we shall be more deeply imbued with His spirit.”—*The Desire of Ages*, p. 83.

3. LEARNING AND UNLEARNING**a. Why must teachers be constantly on guard? Colossians 2:8.**

“It may be difficult for teachers to give up long-cherished ideas and methods; but if they will honestly and humbly inquire at every step, ‘Is this the way of the Lord?’ and will yield to His guidance, He will lead them in safe paths, and their views will change by experience.”—*Testimonies*, vol. 6, p. 155.

b. How carefully should educators be selected? Exodus 18:21; Acts 6:3; Ephesians 4:11–13.

“If men and women professing to be Christians have not learned to put away their own evil and childish tempers, how can they expect to be honored and respected?

“Then what carefulness should be exercised in selecting proper persons as instructors, that they may not only be faithful in their work, but may manifest a right temper. If they are not trustworthy, they should be discharged.”—*Testimonies*, vol. 6, p. 134.

“To place over young children teachers who are proud and unloving is wicked. A teacher of this stamp will do great harm to those who are rapidly developing character.”—*Ibid.*, p. 201.

“In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry.”—*Ibid.*, p. 200.

“An important element in educational work is enthusiasm. On this point there is a useful suggestion in a remark once made by a celebrated actor. The archbishop of Canterbury had put to him the question why actors in a play affect their audiences so powerfully by speaking of things imaginary, while ministers of the gospel often affect theirs so little by speaking of things real. ‘With due submission to your grace,’ replied the actor, ‘permit me to say that the reason is plain: It lies in the power of enthusiasm. We on the stage speak of things imaginary as if they were real, and you in the pulpit speak of things real as if they were imaginary.’

“The teacher in his work is dealing with things real, and he should speak of them with all the force and enthusiasm which a knowledge of their reality and importance can inspire.”—*Education*, p. 233.

4. THE PROSPECT BEFORE US**a. The expectation of what imminent event should motivate the solemn work of the teacher? Zephaniah 1:14.**

“We are nearing the close of this earth’s history. We have before us a great work, the closing work of giving the last warning message to a sinful world. There are men who will be taken from the plow, from the vineyard, from various other branches of work, and sent forth by the Lord to give this message to the world.”—*Testimonies*, vol. 7, pp. 270, 271.

b. What scene should motivate us without delay to prepare children, youth, and adults for the call of the hour? Luke 21:25–28.

“The world is out of joint. As we look at the picture, the outlook seems discouraging. But Christ greets with hopeful assurance the very men and women who cause us discouragement. In them He sees qualifications that will enable them to take a place in His vineyard. If they will constantly be learners, through His providence He will make them men and women fitted to do a work that is not beyond their capabilities; through the impartation of the Holy Spirit He will give them power of utterance.”—*Testimonies*, vol. 7, p. 271.

c. How is God testing all aspiring teachers? Deuteronomy 8:3 (last part).

“Victories are not gained by ceremonies or display, but by simple obedience to the highest General, the Lord God of heaven. He who trusts in this Leader will never know defeat. Defeat comes in depending on human methods, human inventions, and placing the divine secondary. Obedience was the lesson that the Captain of the Lord’s host sought to teach the vast armies of Israel—obedience in things in which they could see no success. When there is obedience to the voice of our Leader, Christ will conduct His battles in ways that will surprise the greatest powers of earth.”—*Testimonies*, vol. 6, p. 140.

5. PEACE IN RIGHT PATHS

- a. In the sacred yet challenging task of educational reform, what do we need to consider? Psalm 143:10; Matthew 9:29.

“Let sincerity and faith characterize your prayers. The Lord is willing to do for us ‘exceeding abundantly above all that we ask or think’ (Ephesians 3:20). Talk it; pray it. Do not talk unbelief. We cannot afford to let Satan see that he has power to darken our countenances and sadden our lives.

“Pray in faith. And be sure to bring your lives into harmony with your petitions, that you may receive the blessings for which you pray. Let not your faith weaken, for the blessings received are proportionate to the faith exercised.”—*Testimonies*, vol. 7, pp. 273, 274.

- b. What clear distinction does Christ make as He offers us peace of mind in obeying Him and following His ways? John 14:27.

“We need now to begin over again. Reforms must be entered into with heart and soul and will. Errors may be hoary with age; but age does not make error truth, nor truth error. Altogether too long have the old customs and habits been followed. The Lord would now have every idea that is false put away from teachers and students. We are not at liberty to teach that which shall meet the world’s standard or the standard of the church, simply because it is the custom to do so. The lessons which Christ taught are to be the standard.”—*Testimonies*, vol. 6, p. 142.

PERSONAL REVIEW QUESTIONS

1. What endowment do teachers need in their sacred undertaking?
2. What habits and aims qualify teachers for success in their work?
3. Why is enthusiasm so essential in a teacher, and how is it obtained?
4. What motives should teachers cherish in fulfilling their solemn duty?
5. What does God desire to grant us as we truly seek His guidance?

Infancy: The First Seven Years

“Out of the mouth of babes and sucklings hast thou ordained strength because of thine enemies, that thou mightest still the enemy and the avenger” (Psalm 8:2).

“Infancy extends to the age of six or seven years. Up to this period, children should be left, like little lambs, to roam around the house and in the yards, skipping and jumping in the buoyancy of their spirits, free from care and trouble.”—*A Solemn Appeal*, p. 133.

Suggested Readings: *Child Guidance*, pp. 193–198.
The Adventist Home, pp. 255–269.

1. PRENATAL INFLUENCES

- a. What can we learn from the instructions given by heavenly angels to some prospective parents, soon to be educators? Judges 13:1–14; Luke 1:5, 11–15.

“The effect of prenatal influences is by many parents looked upon as a matter of little moment; but Heaven does not so regard it. The message sent by an angel of God, and twice given in the most solemn manner, shows it to be deserving of our most careful thought.

“In the words spoken to the Hebrew mother, God speaks to all mothers in every age. . . . The well-being of the child will be affected by the habits of the mother. Her appetites and passions are to be controlled by principle. There is something for her to shun, something for her to work against, if she fulfills God’s purpose for her in giving her a child. If before the birth of her child she is self-indulgent, if she is selfish, impatient, and exacting, these traits will be reflected in the disposition of the child. . . .

“But if the mother unswervingly adheres to right principles, if she is temperate and self-denying, if she is kind, gentle, and unselfish, she may give her child these same precious traits of character.”—*Counsels on Diet and Foods*, p. 217.

2. THE BABY HAS ARRIVED . . . AND IT GROWS!

- a. **If God entrusts us with a baby, why should we constantly pray for wisdom? Psalm 127:3; 1 Corinthians 3:2 (first part); 10:31.**

“The best food for the infant is the food that nature provides. Of this it should not be needlessly deprived. It is a heartless thing for a mother, for the sake of convenience or social enjoyment, to seek to free herself from the tender office of nursing her little one.

“The period in which the infant receives its nourishment from the mother is critical. Many mothers, while nursing their infants, have been permitted to overlabor and to heat their blood in cooking; and the nursling has been seriously affected, not only with fevered nourishment from the mother’s breast, but its blood has been poisoned by the unhealthy diet of the mother, which has fevered her whole system, thereby affecting the food of the infant. The infant will also be affected by the condition of the mother’s mind. . . .

“The character also of the child is more or less affected by the nature of the nourishment received from the mother. How important then that the mother, while nursing her infant, should preserve a happy state of mind, having the perfect control of her own spirit. By thus doing, the food of the child is not injured, and the calm, self-possessed course the mother pursues in the treatment of her child has very much to do in molding the mind of the infant. If it is nervous and easily agitated, the mother’s careful, unhurried manner will have a soothing and correcting influence, and the health of the infant can be very much improved.”—*The Adventist Home*, pp. 260, 261.

“No general rules can be established in the care of all infants, in consequence of their almost endless varieties of condition at birth, and their different constitutional wants.

“The term properly called infancy requires several changes as to the periods of taking food. Before birth it is receiving nourishment constantly. And the changes from this to the establishment of only two meals a day, which may, in most children, be done from the ages of one to three years, must be gradual.”—*The Review and Herald*, April 14, 1868.

“The lessons that the child learns during the first seven years of life have more to do with forming his character than all that it learns in future years.”—*Child Guidance*, p. 193.

3. BASIC EARLY LESSONS

- a. **After the first joyful moments of parenthood, what sad reality also comes to light? 2 Timothy 3:2. What parental mistakes often follow?**

“One of the signs of the ‘last days’ is the disobedience of children to their parents (2 Timothy 3:2). And do parents realize their responsibility? Many seem to lose sight of the watch care they should ever have over their children, and suffer them to indulge in evil passions and to disobey them. They take but little notice of them until their own feelings are raised, and then punish them in anger.”—*The Review and Herald*, September 19, 1854.

“You should correct your children in love. Do not let them have their own way until you get angry, and then punish them. Such correction only helps on the evil, instead of remedying it. After you have done your duty faithfully to your children, then carry them to God and ask Him to help you.”—*Ibid.*

- b. **What warning must we heed regarding God’s house? Genesis 28:17; Leviticus 19:30 (last part); Habbakuk 2:20.**

“The house of God is often desecrated by Sabbath keepers’ children. Their parents allow them to run about the house, play, talk, take the attention of the people, and manifest their evil tempers in the very meetings where they have assembled to worship God. I have seen that in the assembly of the saints a holy stillness should reign. But the house where God’s people assemble is often made a perfect babylon, a place of confusion and disorder. This is displeasing to God. If the parents have not government, and cannot control their children in meeting, God would be better pleased for them to remain at home with their unruly children. They had better suffer the loss of meetings, than to have a large number annoyed, and their meetings spoiled. If parents leave their children uncontrolled, unsubdued at home, they cannot have them do as they wish in meeting. Who should be the sufferers in this case? Certainly, the parents. They should not feel afflicted if others do not wish to have their peace disturbed when they meet to worship God.”—*Spiritual Gifts*, vol. 2, pp. 288, 289.

4. WE NEED HELP!

a. What curse rests upon the disobedient nations today? Isaiah 3:1-4.

“As parents who profess to love the Lord Jesus Christ, we should see to it that the spirit of peace is in our households. God commands us to take our children and fashion them after the divine similitude. From their earliest life children should be taught to obey their parents, to respect their word, and to reverence their authority. But many allow Satan to take their children under control, and in their early life the spirit of Satan manifests itself in the little ones in passionate screams or in sullen manners. One child under the control of this evil disposition will disturb the whole household, and banish peace from its borders. Parents should take time to discipline their children. Our most precious time belongs to our own flesh and blood. Never let your child hear you say, ‘I cannot do anything with you.’ As long as we may have access to the throne of God, we as parents should be ashamed to utter any such a word. Cry unto Jesus, and He will help you to bring your little ones to Him, and to keep them out of the power of the enemy. If Satan cannot succeed in ruling the fathers and the mothers, he will try with all his power to control the children, and make them rebel against God, and become disturbers of the peace of a family.

“Parents, you have a solemn responsibility resting upon you. It is your duty to cooperate with Christ in aiding your children to form right characters. Jesus can do nothing without your cooperation. It is not mercy or kindness to permit a child to have [his] own way, to submit to [his] rule, and to neglect to correct [him] on the ground that you love [him] too well to punish [him]. What kind of love is it that permits your child to develop traits of character that will make him and every one else miserable? Away with such love! True love will look out for the present and eternal good of the soul. . . .

“Do not indulge your children in evil ways, but from their very infancy let them see that you love the Lord, and that you mean to train them up as He would have you.

“Of what avail will be a list of church resolutions, if we have not the Spirit of God in our homes? Christ is watching to see who are training their families for the great family above. Suppose one of your little children whom you have failed to correct, should be taken away in one of its fits of temper, what would be the result? I leave you to answer the question.”—*The Review and Herald*, July 16, 1895.

5. CHOOSING GOODNESS

a. What woe must God’s people determine to avoid? Isaiah 3:12.

“Parents, if you wish the minds of your children to be evil, let them have their own way.”—*The Signs of the Times*, February 18, 1897.

b. Why is the example of Hannah an inspiration? 1 Samuel 1:20-22.

“From the earliest dawn of intellect [Hannah] had taught her son to love and reverence God, and to regard himself as the Lord’s.”—*Patriarchs and Prophets*, p. 572.

“During the first three years of the life of Samuel the prophet, his mother carefully taught him to distinguish between good and evil.”—*Child Guidance*, p. 197.

c. Name some things to teach during infancy and childhood. Matthew 5:8; Philippians 4:8.

“During the first six or seven years of a child’s life, special attention should be given to its physical training, rather than the intellect.”—*Child Guidance*, p. 300.

“From their infancy, children should be taught lessons of purity. Mothers cannot too early begin to fill the minds of their children with pure, holy thoughts. And one way of doing this is to keep everything about them clean and pure. Mothers, if you desire your children’s thoughts to be pure, let their surroundings be pure. Let their sleeping rooms be scrupulously neat and clean. Teach them to care for their clothing.”—*Counsels on Health*, p. 103.

PERSONAL REVIEW QUESTIONS

1. In pregnancy, what can both parents do for their baby’s character?
2. How does the way an infant is nourished affect his or her character?
3. Why must we take heed of our infants’ behavior in public worship?
4. How do many misinterpret the essence of true parental love?
5. What priority of Hannah should be shared by us today?

Elementary Education

“The child [Jesus] grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him” (Luke 2:40).

“In the life of Christ we see the only safe pattern for all children and youth.”—*The Youth’s Instructor*, September 1, 1873.

Suggested Readings: *The Desire of Ages*, pp. 66–74.
The Adventist Home, pp. 181–194.

Sunday

May 25

1. GOD SHELTERED HIS SON

- a. **What experience in the early life of Jesus reveals God’s emphasis on the importance of a quiet, peaceful infancy? Matthew 2:1, 9–15.**

“The Lord provided a way for Joseph to preserve his own life, and the life of Jesus, and that of the mother, by their fleeing into Egypt. He provided for the necessities of their journey, and for their sojourn in Egypt, by moving upon the wise men of the East to go in search of the infant Saviour, and to bear Him valuable offerings as a token of honor. . . . The earthly parents of Jesus were poor. The gifts brought to them by the wise men sustained them while in the land of strangers.”—*The Spirit of Prophecy*, vol. 2, p. 26.

- b. **Rather than remain in Egypt, to where were Jesus’ parents later directed, and why? Matthew 2:19–23.**

“[Jesus’] childhood and youthful life is an example for parents as well as children, that the more quiet and unnoticed the period of childhood and youth is passed, and the more natural and free from artificial excitement, the more safe will it be for the children, and the more favorable for the formation of a character of purity, natural simplicity, and true moral worth.”—*Lift Him Up*, p. 32.

Monday

May 26

2. TEACHING GENTLE MERCY

- a. **In today’s world of artificial excitement, noise, and distractions, why must parents make firm efforts to ensure a quiet, peaceful environment for training their little ones? Proverbs 1:33; Isaiah 32:18.**

“[Jesus’] quiet and simple life, and even the silence of the Scriptures concerning His early years, teach an important lesson. 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 is it to physical and mental vigor and to spiritual strength.”—*The Desire of Ages*, p. 74.

- b. **If moving to a more peaceful environment and sacrificing time for our child seems inconvenient, what should we as parents consider?**

“The church needs men of a meek and quiet spirit, who are long-suffering and patient. Let them learn these attributes in dealing with their families. Let parents think a great deal more of their children’s eternal interests than they do of their present comfort.”—*Child Guidance*, pp. 267, 268.

“The education and training of their children to be Christians is the highest service that parents can render to God.”—*The Adventist Home*, p. 268.

- c. **In the case of Jesus, what key lessons prevailed in His home school under the tutelage of Joseph and Mary? Psalm 116:5; Luke 2:40; James 5:11 (last part).**

“Jesus was the fountain of healing mercy for the world; and through all those secluded years at Nazareth, His life flowed out in currents of sympathy and tenderness. The aged, the sorrowing, and the sin-burdened, the children at play in their innocent joy, the little creatures of the groves, the patient beasts of burden—all were happier for His presence. He whose word of power upheld the worlds would stoop to relieve a wounded bird. There was nothing beneath His notice, nothing to which He disdained to minister.”—*The Desire of Ages*, p. 74.

3. A WONDERFUL EDUCATION

- a. What kinds of things did Jesus study as a boy, and how can we learn from His example? Psalm 119:16; Job 38:18, 22–27, 33; 39:1, 2.

“Since [Jesus] gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God’s word. And spread out before Him was the great library of God’s created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life.”—*The Desire of Ages*, p. 70.

- b. What motive did young Jesus have in learning things? Proverbs 9:9.

“Continually [Jesus] was seeking to draw from things seen illustrations by which to present the living oracles of God. The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life.

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

“Every child may gain knowledge as Jesus did. As we try to become acquainted with our heavenly Father through His word, angels will draw near, our minds will be strengthened, our characters will be elevated and refined. We shall become more like our Saviour. And as we behold the beautiful and grand in nature, our affections go out after God.”—*The Desire of Ages*, p. 70.

4. AN INTEREST SHARED

- a. How important is proper timing in education? Ecclesiastes 3:1, 2.

“Small children should be left free as lambs to run out of doors, to be free and happy, and be allowed the most favorable opportunities to lay the foundation for sound constitutions. Parents should be their only teachers, until they have reached eight or ten years of age. They should open before their children God’s great book of nature as fast as their minds can comprehend it.”—*The Health Reformer*, September 1, 1872.

“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.”—*Christian Education*, p. 170.

- b. Impressionable as children are, and prone to imitate their peers, why is schooling outside the home not to be urged too early? Exodus 23:2.

“The school in the home should be a place where children are taught that the eye of God is upon them, observing all that they do. If this thought were deeply impressed upon the mind, the work of governing children would be made much easier. In the home school our boys and girls are being prepared to attend a church school when they reach a proper age to associate more intimately with other children.”—*Manuscript Releases*, vol. 8, p. 5.

- c. What is God’s plan when parents are not able to teach their children full time beyond the age of eight or ten, and why? Job 36:10.

“Those mothers that want to keep their children at home, and are fully competent and would prefer to discipline them herself, why, no one has any objection to that. They can do that. But provision is to be made so that the children of all who have any connection with this food factory and sanitarium . . . [at St. Helena, California], should be educated. We must have it stand to reach the highest standards.”—*Selected Messages*, bk. 3, p. 219.

5. A NEED IN EVERY LOCALITY

- a. What should be the priority of parents when choosing where to educate their children? Psalm 101:3; 2 Corinthians 6:17, 18.

“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.”—*Child Guidance*, p. 304.

“In some countries parents are compelled by law to send their children to school. In these countries, in localities where there is a church, schools should be established, if there are no more than six children to attend.”—*Ibid.*, pp. 308, 309.

- b. Why should church schools be an important goal? Isaiah 54:13.

“Work as if you were working for your life to save the children from being drowned in the polluting, corrupting influences of the world.

“We are far behind our duty in this important matter. In many places schools should have been in operation years ago. Many localities would thus have had representatives of the truth who would have given character to the work of the Lord. Instead of centering so many large buildings in a few places, schools should have been established in many localities.

“Let these schools now be started under wise direction, that the children and youth may be educated in their own churches.”—*Testimonies*, vol. 6, pp. 199, 200.

“Children of eight, ten, or twelve years are old enough to be addressed on the subject of personal religion. Do not teach your children with reference to some future period when they shall be old enough to repent and believe the truth.”—*Child Guidance*, pp. 490, 491.

PERSONAL REVIEW QUESTIONS

1. What characterized the early education of the boy Jesus?
2. What should today’s couples consider when having children?
3. Why did Jesus study the life of both plants and animals?
4. When can children healthfully be placed in a school environment?
5. What is essential about the school environment of our children?

First Sabbath Offering

for the Hungarian Field



Hungary is a country in Europe with 93,030 km² of land. Our bordering countries are Slovakia, Austria, Slovenia, Croatia, Serbia, Romania, and Ukraine. Its population is over 10 million, most of which are Catholics. About 15.9% belong to the Hungarian Reformed Church (Calvinist), and 10% are Evangelicals. The remaining 5% belong to different churches. Through long years Hungary was the gateway to Eastern Europe, not only from a worldly point of view, but also for our church.

From the events that took place during World War I, devoted believers lifted high the banner of truth. After the 1925 General Conference, they held regular conferences in Kistelek, in the presence of Br. Otto Welp, even though the authorities were united to stop them. But the power of prayer won. The World War II was another trial, and some of the faithful brethren died a martyr's death, standing courageously for the truth. Many times our brethren risked their freedom to spread *Sabbath School Lessons* among the churches in the neighboring countries, and gave the opportunity for the believers to have meetings and reorganization of the churches.

Today, working as a self-supporting Mission Field, involving young people, we are endeavoring to use the medical missionary work for spreading the everlasting Gospel. In many places we try through the cooking courses and through medical conferences to reach interested people. Our headquarters are in Mogyorod, which is near the capital city of Budapest. These headquarters, which are still not completed, have dormitories and a residence for a Bible worker. We would like to use this place better, trying new methods to reach the people in this city with a population of 2.5 million. During the last few years new churches were built, and thus we could not complete the headquarters.

We thank each one for this offering, and we thank the Lord for this help through our fellow believers which will enable the Hungarian Mission to stand as a lighthouse in the center of Europe.

Your brethren from the Hungarian Field

Useful Basics in Education

“All things are lawful for me, but all things are not expedient: all things are lawful for me, but all things edify not. Let no man seek his own, but every man another’s wealth” (1 Corinthians 10:23, 24).

“[God] requires everyone to attain the highest possible degree of usefulness.”—*The Signs of the Times*, September 18, 1884.

Suggested Readings: *Fundamentals of Christian Education*, pp. 373–380.
Testimonies, vol. 6, pp. 141–151.

Sunday

June 1

1. THE TOP TWO BOOKS

- a. **Why is the Bible unsurpassed in teaching sharp, accurate thinking, and discernment? Ezekiel 44:23; Hebrews 4:12; Revelation 1:13, 16.**

“Above all other books, the word of God must be our study, the great textbook, the basis of all education; and our children are to be educated in the truths found therein, irrespective of previous habits and customs. In doing this, teachers and students will find the hidden treasure, the higher education.

“Bible rules are to be the guide of the daily life. The cross of Christ is to be the theme, revealing the lessons we must learn and practice. Christ must be brought into all the studies.”—*Testimonies*, vol. 6, pp. 131, 132.

- b. **What is the second textbook? Psalm 19:1–3; Romans 1:20.**

“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.”—*Special Testimonies on Education*, p. 58.

Monday

June 2

2. USEFULNESS HINDERED

- a. **From what has the Lord always called His people to flee, and why is this important today? Isaiah 52:11; Revelation 18:4. To what dangers are children and youth exposed when they attend public schools?**

“Those who attend the public schools often associate with others more neglected than they, those who, aside from the time spent in the schoolroom, are left to obtain a street education. The hearts of the young are easily impressed; and unless their surroundings are of the right character, Satan will use these neglected children to influence those who are more carefully trained. Thus before Sabbathkeeping parents know what evil is being done, the lessons of depravity are learned, and the souls of their little ones are corrupted. . . .

“Do our children receive from the teachers in the public schools ideas that are in harmony with the word of God? Is sin presented as an offense against God? Is obedience to all the commandments of God taught as the beginning of all wisdom? We send our children to the Sabbath school that they may be instructed in regard to the truth, and then as they go to the day school, lessons containing falsehood are given them to learn. These things confuse the mind, and should not be; for if the young receive ideas that pervert the truth, how will the influence of this education be counteracted?

“Can we wonder that under such circumstances some of the youth among us do not appreciate religious advantages? Can we wonder that they drift into temptation? Can we wonder that, neglected as they have been, their energies are devoted to amusements which do them no good, that their religious aspirations are weakened and their spiritual life darkened? The mind will be of the same character as that upon which it feeds, the harvest of the same nature as the seed sown.”—*Testimonies*, vol. 6, pp. 193, 194.

- b. **Why are some sports (mostly athletic contests) wasteful? Ecclesiastes 12:8; 1 Corinthians 10:23.**

“What force of powers is put into your games of football and your other inventions after the way of the Gentiles—exercises which bless no one! Just put the same powers into exercise in doing useful labor, and would not your record be more pleasing to meet in the great day of God?”—*Special Testimonies on Education*, p. 191.

3. PRACTICAL PHYSICAL EDUCATION**a. In what blessing can youth rejoice? Proverbs 20:29 (first part).**

“Physical culture is an essential part of all right methods of education. The young need to be taught how to develop their physical powers, how to preserve these powers in the best condition, and how to make them useful in the practical duties of life. Many think that these things are no part of school work; but this is a mistake. The lessons necessary to fit one for practical usefulness should be taught to every child in the home and to every student in the schools.

“It is well that physiology is introduced into the common schools as a branch of education; all children should study it.”—*The Signs of the Times*, March 14, 1900.

b. What gives very productive physical education? Genesis 2:15; 3:19.

“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.”—*Testimonies*, vol. 6, p. 179.

c. Why is the study of physiology and hygiene an important part of the curriculum? Psalm 139:14.

“A knowledge of physiology and hygiene should be the basis of all educational effort.”—*Education*, p. 195.

“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.

“Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. . . . They 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.”—*Ibid.*, p. 196.

4. THE MUSCLES PUT TO GOOD USE**a. What foundation is to be laid early in life? Galatians 5:13 (last part).**

“When the child is old enough to be sent to school, the teacher should cooperate with the parents, and manual training should be continued as a part of his school duties. 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.”—*Special Testimonies on Education*, p. 38.

“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.

“In the children and youth an ambition should be awakened to take their exercise in doing something that will be beneficial to themselves and helpful to others.”—*Ibid.*, pp. 39, 40.

b. What can we learn from Christ’s life while at home? Luke 2:51.

“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 at Nazareth.”—*Special Testimonies on Education*, p. 38.

“When children reach a suitable age, they should be provided with tools. Both boys and girls should learn to use these tools. You will find them apt pupils.”—*Manuscript Releases*, vol. 10, pp. 325, 326.

5. A SOLID MENTAL FOUNDATION

- a. Name some important subjects for every student. Psalm 71:17.

“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.”—*Education*, p. 234.

“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.”—*Counsels to Parents, Teachers, and Students*, p. 216.

“To spell correctly, to write a clear, fair hand, and to keep accounts, are necessary accomplishments.”—*Ibid.*, p. 218.

“When very young, children should be educated to read, write, to understand figures, to keep their own accounts. They may go forward, advancing step by step in this knowledge.”—*Ibid.*, pp. 168, 169.

“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.”—*Education*, pp. 238, 239.

“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.”—*Counsels to Parents, Teachers, and Students*, p. 127.

PERSONAL REVIEW QUESTIONS

1. How can all subjects taught center around one chief Textbook?
2. As students peer into nature, what should the teacher emphasize?
3. What serious dangers do students face in the public school system?
4. Name some benefits to be gained from agricultural programs.
5. What is the spiritual advantage of each subject named in this lesson?

Intermediate Education

“That our sons may be as plants grown up in their youth; that our daughters may be as corner stones, polished after the similitude of a palace” (Psalm 144:12).

“The children and youth, with their fresh talent, energy, and courage, their quick susceptibilities, are loved of God, and He desires to bring them into harmony with divine agencies. They are to obtain an education that will help them to stand by the side of Christ in unselfish service.”—*The Ministry of Healing*, p. 395.

Suggested Readings: *The Ministry of Healing*, pp. 395–406.
Education, pp. 214–222.

1. PRIORITIES IN PLANNING

- a. What list of top priorities should be instilled in a young heart full of dreams about his or her future? 1 Timothy 6:5–12; 2 Corinthians 4:18.

“The young should be taught that both their present and their future well-being depend to a great degree on the habits they form in childhood and youth. 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.”—*Fundamentals of Christian Education*, p. 67.

“From a worldly point of view, money is power; but from the Christian standpoint, love is power.”—*The Adventist Home*, p. 195.

“Be not controlled by the desire for wealth, the dictates of fashion, or the customs of society. Consider what will tend most to simplicity, purity, health, and real worth.”—*The Ministry of Healing*, p. 363.

“If we do not live to bless others, we are unfaithful stewards, and we shall never receive the heavenly benediction, ‘Well done.’ But God will have a peculiar people, of whom it is written, that Christ is not ashamed to call them brethren.”—*The Review and Herald*, June 27, 1893.

2. YOUTHFUL JESUS, OUR EXAMPLE

- a. What was seen in the boy Jesus? Romans 12:1, 2; 1 Peter 1:18, 19.

“[Jesus] 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 Desire of Ages*, p. 72.

- b. How can we follow more closely young Jesus’ example? Luke 2:52.

“It was the simplicity of the life of Christ, and His freedom from pride and vanity, that gave Him favor with God and man. He did not seek to attract attention for distinction. His life was characterized with firmness, yet He was ever respectful and obedient. He submitted to the restraint imposed upon children. He took pleasure in discharging His obligations to His parents and to society, without yielding His principles or being contaminated with the impure influence surrounding Him in Nazareth.”—*The Youth’s Instructor*, September 1, 1873.

“Parents must exercise increasing watchfulness, that their children be not lost to God. If it were considered as important that the young possess a beautiful character and amiable disposition as it is that they imitate the fashions of the world in dress and deportment, we would see hundreds where there is one today coming upon the stage of active life prepared to exert an ennobling influence upon society. . . .

“The efforts of the best teachers must often bear little fruit, if fathers and mothers fail to act their part with faithfulness.”—*Fundamentals of Christian Education*, pp. 69, 70.

“With what care parents should guard their children from careless, loose, demoralizing habits! Fathers and mothers, do you realize the importance of the responsibility resting on you? Do you allow your children to associate with other children without being present to know what kind of education they are receiving? Do not allow them to be alone with other children.”—*Child Guidance*, p. 114.

3. A CHRIST-CENTERED CURRICULUM

- a. What is a key to planning a Christian curriculum? Psalm 127:1.

“It should be the great aim in every intermediate school to do most thorough work in the common branches.”—*Counsels to Parents, Teachers, and Students*, p. 210.

“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.”—*Education*, p. 168.

- b. How can a vital principle of true Christianity be taught even in such subjects as geography and history?

“It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. 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. Instead of dwelling on the exploits of the Alexanders and Napoleons of history, let the pupils study the lives of such men as the apostle Paul and Martin Luther, as Moffat and Livingstone and Carey, and the present daily-unfolding history of missionary effort. Instead of burdening their memories with an array of names and theories that have no bearing upon their lives, and to which, once outside the schoolroom, they rarely give a thought, let them study all lands in the light of missionary effort and become acquainted with the peoples and their needs.”—*Education*, p. 269.

“When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up. Our church schools are ordained by God to prepare the children for this great work.”—*Testimonies*, vol. 6, p. 203.

4. SCIENCE THAT HONORS GOD

- a. **Why can intermediate subjects be of deep interest? Romans 11:33.**

“We would not discourage education, nor put a low estimate on mental culture and discipline. God would have us students as long as we remain in the world. Every opportunity for culture should be improved. The faculties need to be strengthened by exercise, the mind to be trained and expanded by taxing study; but all this may be done while the heart is becoming an easy prey to deception. Wisdom from above must be communicated to the soul. . . . The Bible is not to be tested by men’s ideas of science, but science is to be brought to the test of the unerring standard.

“Yet the study of the sciences is not to be neglected. Books must be used for this purpose: but they should be in harmony with the Bible, for that is the standard. Books of this character should take the place of many of those now in the hands of students. God is the author of science. Scientific research opens to the mind vast fields of thought and information, enabling us to see God in His created works. Ignorance may try to support skepticism by appeals to science; but instead of upholding skepticism, true science contributes fresh evidences of the wisdom and power of God. Rightly understood, science and the written word agree, and each sheds light on the other. Together they lead us to God, by teaching us something of the wise and beneficent laws through which He works.

“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, ‘Them that honor me I will honor’ (1 Samuel 2:30). The more studiously the intellect is cultivated, the more effectively it can be used in the service of God, if it is placed under the control of His Spirit.”—*Counsels to Parents, Teachers, and Students*, pp. 425, 426.

- b. **What can even children be instructed to do for the sick and the suffering? 1 Thessalonians 5:17; James 5:15.**

“Children are to be instructed in the special truths for this time and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work and by their jots and tittles can help to carry it forward.”—*Testimonies*, vol. 6, p. 203.

5. PRACTICAL ABOVE ALL

- a. **What are some important aims we should have for our youth, and how and why can these be promoted? Psalm 144:12; Daniel 1:17.**

“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.”—*Counsels to Parents, Teachers, and Students*, p. 307.

“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. 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.”—*Counsels on Health*, p. 180.

“In the study of agriculture, let pupils be given not only theory, but practice. 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. . . . Such an ambition [to do the work in the best possible manner], 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.”—*Education*, pp. 219, 220.

PERSONAL REVIEW QUESTIONS

1. **What change is needed in the heart of the materialistically-minded?**
2. **How did Jesus differ from most of our youth, and what does this show?**
3. **How can the spirit of service be entwined into our basic curricula?**
4. **In what ways can true science bring blessings to the world?**
5. **How can better agricultural studies greatly help today’s society?**

Advanced Education

“Be strong in the grace that is in Christ Jesus. And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also” (2 Timothy 2:1, 2).

“[The Lord] has called us out from the world that we may be witnesses for His truth, and all through our ranks young men and women should be trained for positions of usefulness and influence.”
—*Testimonies*, vol. 6, p. 135.

Suggested Readings: *Testimonies*, vol. 7, pp. 146–148.
Ibid., vol. 4, pp. 648–653.
Education, pp. 45–50.
Patriarchs and Prophets, pp. 592–602.

Sunday

June 15

1. FURTHER EDUCATION

- a. **What was God’s plan for the education of the Hebrews, and how was advanced education made available for those called to teach? Psalm 32:8; Malachi 2:7.**

“The great truths of God’s providence and of the future life were impressed on the young [Hebrew] mind. It was trained to see God alike in the scenes of nature and the words of revelation. . . .

“Such was the training of Moses in the lowly cabin home in Goshen; of Samuel, by the faithful Hannah; of David, in the hill dwelling at Bethlehem; of Daniel, before the scenes of the captivity separated him from the home of his fathers. Such, too, was the early life of Christ at Nazareth; such the training by which the child Timothy learned from the lips of his grandmother Lois, and his mother Eunice (2 Timothy 1:5; 3:15), the truths of Holy Writ.

“Further provision was made for the instruction of the young, by the establishment of the schools of the prophets. If a youth desired to search deeper into the truths of the word of God and to seek wisdom from above, that he might become a teacher in Israel, these schools were open to him.”—*Patriarchs and Prophets*, pp. 592, 593.

Monday

June 16

2. MISSIONARY TRAINING

- a. **What reveals the power of godliness exerted by the schools of the prophets? 1 Samuel 19:20–23; 2 Kings 2:7, 11, 15.**

“In the highest sense the prophet was one who spoke by direct inspiration, communicating to the people the messages he had received from God. But the name was given also to those who, though not so directly inspired, were divinely called to instruct the people in the works and ways of God. For the training of such a class of teachers, Samuel, by the Lord’s direction, established the schools of the prophets.

“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. To this end, Samuel gathered companies of young men who were pious, intelligent, and studious. These were called the sons of the prophets. As they studied the word and the works of God, His life-giving power quickened the energies of mind and soul, and the students received wisdom from above. The instructors were not only versed in divine truth, but had themselves enjoyed communion with God, and had received the special endowment of His Spirit.”—*Education*, p. 46.

“The chief subjects of study in these schools [of the prophets] were the law of God, with the instruction given to Moses, sacred history, sacred music, and poetry.”—Ibid., p. 47.

- b. **In our day, what distinguishes the missionary school or college from the intermediate school? Hebrews 5:12–14.**

“Intermediate schools are highly essential. In these schools thorough work is to be done; for many students will go forth from them directly into the great harvest field. They will go forth to use what they have learned, as canvassers, and as helpers in various lines of evangelistic work. Many workers, after laboring for a time in the field, will feel the need of further study, and with the experience gained in the field will be prepared to value school privileges and to make rapid advancement. Some will desire an education in the higher branches of study. For these our colleges have been established.”—*Counsels to Parents, Teachers, and Students*, p. 203.

3. EDUCATE, EDUCATE, EDUCATE!

- a. In view of the solemnity of the present hour, what do God's people urgently need? **2 Timothy 2:1, 2.**

“Workers are to be trained who will train and educate others. Thus the good work will go forward, and whole communities will be blessed. Men and women will be brought into the fold at the eleventh hour, and if they are earnest and faithful, the Lord will accept them and work through them. As they put on Christ, their minds are filled with the treasures of heavenly truth, which they give to others, to be given by them to still others.”—*The Review and Herald*, May 13, 1902.

- b. When converted to Christ, what do we value, and on what themes can we focus to bless others? **Isaiah 29:24; 1 Corinthians 14:31.**

“Students who expect to become workers in the cause of God should be trained to speak in a clear, straightforward manner, else they will be shorn of half their influence for good. The ability to speak plainly and clearly, in full, round tones, is invaluable in any line of work. This qualification is indispensable in those who desire to become ministers, evangelists, Bible workers, or canvassers. Those who are planning to enter these lines of work should be taught to use the voice in such a way that when they speak to people about the truth, a decided impression for good will be made. The truth must not be marred by being communicated through defective utterance.”—*Testimonies*, vol. 6, p. 380.

“Students should be given an education that will fit them for successful business life. The common branches of education should be fully and thoroughly taught. Bookkeeping should be looked upon as of equal importance with grammar.”—*Sermons and Talks*, vol. 1, pp. 28, 29.

“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.”—*Fundamentals of Christian Education*, p. 186.

“[God] is . . . calling for many recruits to enter our medical missionary training schools to gain a speedy and thorough preparation for service. Some need not spend so long a time in these schools as do others.”—*Counsels to Parents, Teachers, and Students*, pp. 469, 470.

4. VITAL AREAS OF STUDY

- a. How can history be of great value in our missionary schools? **Isaiah 52:10; 1 Corinthians 1:27–29.** What else is important as well?

“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. . . . We are to consider the dealings of God with the nations of the earth. We are to see in history the fulfillment of prophecy, to study the workings of Providence in the great reformatory movements, and to understand the progress of events in the marshaling of the nations for the final conflict of the great controversy.”—*The Ministry of Healing*, pp. 441, 442.

“All our denominational colleges and training schools should make provision to give their students the education essential for evangelists and for Christian business men.”—*Fundamentals of Christian Education*, p. 489.

- b. What can we learn from an experience at a missionary school in the time of Elisha, showing God's care in humble situations? **2 Kings 6:1–7.**

“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. And often the success, perhaps the very life, of the missionary depends on his knowledge of practical things. 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 lifework.”—*Education*, p. 221.

“There should be connected with our missions, training schools for those who are about to enter the field as laborers. They should feel that they must become as apprentices to learn the trade of laboring for the conversion of souls. The labor in these schools should be varied. 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. All should learn how to labor with tact and with courtesy, and with the Spirit of Christ.”—*Evangelism*, pp. 107, 108.

5. TRAINING IN EVERY CORNER

- a. How can our institutions promote the expansion of God's work through education? Isaiah 41:6.

"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."—*Counsels on Diet and Foods*, p. 450.

"God designs that our publishing houses shall be successful educating schools, both in business and in spiritual lines. . . . Let opportunity be given for all to acquire the greatest possible efficiency. Let them become acquainted with different lines of work so that, if called to other fields, they will have an all-round training and thus be qualified to bear varied responsibilities.

"Apprentices should be so trained that, after the necessary time spent in the institution, they can go forth prepared to take up intelligently the different lines of printing work."—*Testimonies*, vol. 7, p. 147.

"The apprentices and the other workers must not be so rushed and hurried that they have no time to pray. The youth in our publishing houses should be educated as were the youth in the schools of the prophets. They should be prepared to take hold of the work in new places."—*Ibid.*, vol. 8, p. 93.

"The Lord calls upon those connected with our sanitariums, publishing houses, and schools to teach the youth to do evangelistic work. Our time and energy must not be so largely employed in establishing sanitariums, food stores, and restaurants that other lines of work will be neglected. Young men and young women who should be engaged in the ministry, in Bible work, and in the canvassing work should not be bound down to mechanical employment."—*Ibid.*, pp. 229, 230.

PERSONAL REVIEW QUESTIONS

1. Why can we say God's plan of education is perfect in its simplicity?
2. Why is intermediate education sufficient for some, but not for all?
3. What studies are vital in preparing laborers for the harvest?
4. Why are practical skills so important for missionaries?
5. Name one reason why rivalry must be banished from institutions.

The Final Work and the Ultimate School

"The fear of the Lord is the instruction of wisdom; and before honour is humility" (Proverbs 15:33).

"In our life here, earthly, sin-restricted though it is, the greatest joy and the highest education are in service. And in the future state, untrammelled by the limitations of sinful humanity, it is in service that our greatest joy and our highest education will be found."—*Education*, p. 309.

Suggested Reading: *Education*, pp. 301–309.

1. EAGER TO SERVE

- a. What perspective do we need to gain in recognizing education as a means to an end—rather than an end in itself? Ephesians 1:17–19.

"[Christ] did not tell [His disciples] to establish a seminary in Jerusalem, and to gather together students to be instructed in the higher classics. 'Go ye into all the world,' He said, 'and preach the gospel to every creature,' 'teaching them to observe all things whatsoever I have commanded you; and, lo, I am with you always, even unto the end of the world' (Mark 16:15; Matthew 28:20).

"Do not gather together those to whom God has given this commission, and make them believe that they have to spend years in college in order to obtain a training for the Lord's work. Christ's presence is of more value than years of training. Let our young people come under the yoke of Christ, and by faith go forth as gospel medical missionaries, taking with them the promise, 'Lo, I am with you always, even unto the end of the world' (Matthew 28:20). Let them go forth two and two, depending on God, not on man, for their wisdom and their success. Let them search the Scriptures, and then present the truths of God's word to others. Let them be guided by the principles that God has laid down."—*Loma Linda Messages*, pp. 71, 72.

2. A NEED THAT CANNOT WAIT

a. To what work is God calling His people today? Isaiah 54:1-3.

“The Lord calls upon our young people to enter our schools and quickly fit themselves for service. In various places outside of 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.

“The Lord must be given an opportunity to show men their duty and to work upon their minds. No one is to bind himself to serve for a term of years under the direction of one group of men or in one specified branch of the Master’s work; for the Lord Himself will call men, as of old He called the humble fishermen, and will Himself give them instruction regarding their field of labor and the methods they should follow. He will call men from the plow and from other occupations to give the last note of warning to perishing souls. There are many ways in which to work for the Master, and the Great Teacher will open the understanding of these workers, enabling them to see wondrous things in His word.”—*Testimonies*, vol. 9, p. 170.

b. Describe an inspiring prophecy soon to be fulfilled. Psalm 119:132.

“So great are the world’s needs, that not all who are called to be medical missionary evangelists can afford to spend years in preparation before beginning to do actual field work. Soon doors now open to the gospel messenger will be forever closed. God calls upon many who are prepared to do acceptable service, to carry the message now, not waiting for further preparation; for while some delay, the enemy may take possession of fields now open. . . .

“Little companies who have received a suitable training in evangelical and medical missionary lines should go forth to do the work to which Christ appointed His disciples. Let them labor as evangelists, scattering our publications, talking of the truth to those they meet, praying for the sick, and, if need be, treating them, not with drugs, but with nature’s remedies, ever realizing their dependence on God. As they unite in the work of teaching and healing, they will reap a rich harvest of souls.”—*Counsels to Parents, Teachers, and Students*, p. 469.

3. FROM CITY TO CITY

a. What is a key aspect of education for the final work, and how can it spread blessings quickly? Proverbs 15:33; Zechariah 4:10 (first part).

“The Lord, in His great goodness and matchless love, has been urging upon His human instrumentalities that missionaries are not really complete in their education unless they have a knowledge of how to treat the sick and suffering.”—*Counsels on Health*, p. 536.

“Soon there will be no work done in ministerial lines but medical missionary work.”—*Ibid.*, p. 533.

“Now while the world is favorable toward the teaching of the health reform principles, moves should be made to secure for our own physicians the privilege of imparting medical instruction to our young people who would otherwise be led to attend the worldly medical colleges. The time will come when it will be more difficult than it now is to arrange for the training of our young people in medical missionary lines.”—*The Medical Evangelist*, April 1, 1910.

“God has not given us the work of erecting immense sanitariums to be used as health resorts for all who may come. Neither is it His purpose that medical missionary workers shall spend a long term of years in college before they enter the field. Let the young men and women who know the truth go to work, not in places where the truth has been proclaimed, but in places that have not heard the message, and let them work as canvassers and evangelists.”—*Loma Linda Messages*, p. 57.

“As long as probation continues, there will be opportunity for the canvasser to work. . . . ‘When they persecute you in this city, flee ye into another’ (Matthew 10:23). If persecution comes there, go to still another place.”—*Testimonies*, vol. 6, p. 478.

b. How only can we flourish in the sight of God? 1 Corinthians 1:26, 30.

“The work will be given to those who will take it, those who prize it, who weave its principles into their everyday experience. God will choose humble men who are seeking to glorify His name and advance His cause rather than to honor and advance themselves. He will raise up men who have not so much worldly wisdom, but who are connected with Him, and who will seek strength and counsel from above.”—*Testimonies*, vol. 5, p. 461.

4. FOCUSING ON THE AIM

- a. What should be our overall goal whenever seeking to advance our education? 1 Corinthians 9:16, 22–24.

“Those who have education, and who consecrate themselves to the service of God, can do service in a greater variety of ways, and can accomplish a much more extensive work in bringing souls to the knowledge of the truth than can those who are uneducated. They are on vantage ground, because of the discipline of mind which they have had. 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.”—*Fundamentals of Christian Education*, pp. 369, 370.

- b. What promise is precious to teachers struggling with the challenge of their high calling to educate souls for eternity? Isaiah 59:19.

“Trials will be met in this work; discouragements will press in upon the soul as teachers see that their labors are not always appreciated. Satan will exercise his power over them in temptations, in discouragements, in afflictions of bodily infirmities, hoping that he can cause them to murmur against God and close their understanding to His goodness, mercy, and love, and the exceeding weight of glory that is to be the reward of the overcomer. But God is leading these souls to more perfect confidence in their heavenly Father. His eye is upon them every moment; and if they lift their cry to Him in faith, if they will stay their souls upon Him in their perplexities, the Lord will bring them forth as gold purified. The Lord Jesus has said: ‘I will never leave thee, nor forsake thee’ (Hebrews 13:5). God may permit a train of circumstances to come that will lead them to flee to the Stronghold, by faith pressing to the throne of God amid thick clouds of darkness; for even here His presence is concealed. But He is ever ready to deliver all that trust in Him.”—*Testimonies*, vol. 6, pp. 156, 157.

5. EDUCATION IN ETERNITY

- a. In the day of final reckoning, what will be asked of parents, and what shall we answer, whatever it may cost us in this life? Jeremiah 13:20; Isaiah 8:18; Hebrews 2:13.

“In whatever else we may fail, let us be thorough in the work for our children. If they go forth from the home training, pure and virtuous, if they fill the least and lowest place in God’s great plan of good for the world, our lifework can never be called a failure.”—*Fundamentals of Christian Education*, p. 161.

- b. How glorious is the eternal school? Isaiah 64:4; 1 Corinthians 2:9.

“Heaven is a school; its field of study, the universe; its teacher, the Infinite One.”—*Education*, p. 301.

“[In the school of the hereafter], 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.”—*Ibid.*, p. 305.

“The years of eternity, as they roll [in the city of God], 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.”—*The Great Controversy*, p. 678.

“Both the redeemed and the unfallen beings will find in the cross of Christ their science and their song. It will be seen that the glory shining in the face of Jesus is the glory of self-sacrificing love.”—*The Desire of Ages*, pp. 19, 20.

PERSONAL REVIEW QUESTIONS

1. How can we revive the practical training Jesus gave His disciples?
2. Why is medical missionary training so valuable for the laity?
3. How can we prepare for the work soon to close earth’s history?
4. How can overwhelmed teachers be encouraged?
5. What perspective do we need in all that we do in life?

First Sabbath Offerings



APRIL 5
for Northeast Field
headquarters,
Honduras
(See p. 4.)

MAY 3
for the Mission Work
in Africa
(See p. 25.)



JUNE 7
for the Hungarian
Mission
(See p. 51.)