

PH140 - Home and Church School Manual (1900)

Table of Contents

Contents.

Chapter I.

Christian and Worldly Education 5-12

Chapter II.

Home Schools 13-22

Early education of children 13

Studies for the home school 15

Chapter III.

Church Schools 23-50

Schools should be established 23

Studies for church schools 25

Qualifications of teachers 32

Discipline in school 37

Results of Christian schools 40

Location of schools 41

Support of church schools 46

Special efforts for the youth 49

Abbreviations

T.-Testimonies; G. W.-Gospel Workers; C. E.-Christian Education; P. C.-Private Collection; Sp. T. on Ed.-Special Testimonies on Education.

Chapter I - Worldly and Christian Education.

“For the wisdom of this world is foolishness with God.”-I Cor. 3:19.

(5.1)

The tree of knowledge of good and evil represents worldly schools.

“Shall the education given in our schools be after God’s order, or after the wisdom of this world, which the Lord pronounces foolishness? Shall the hearts of students become estranged from God by eating of the tree of knowledge, which hardens the heart into disobedience, and ministers to vanity and pride? Shall not the education given in our schools be of that character which will give a more decided knowledge of God’s Word, and which will bring the soul into a vital connection with God, keeping God before the mind’s eye, and arousing every better feeling in the soul? This is the kind of education which is as enduring as eternity.”-P.C.

(5.2)

Life and death question.

“We can not consent at this period of time to expose our youth to the consequences of learning a mixture of truth with error. The youth

6

who come from school without feeling the importance of making the Word of God the first study, the main study, above every science in educational lines, are not qualified in these days of peril to enter upon the work of the teacher. The question of how to obtain the knowledge of God is to all a life-and-death question.”-Idem.

(5.3)

Need of reform in our schools.

“It is so easy to drift into worldly plans, methods, and customs, and have no more thought of the time in which we live, or of the great work to be accomplished, than had the people in Noah’s day. Our institutions are in danger of traveling over the same ground as did the Jews, conforming to customs, practices, and traditions which God has not given. With tenacity and firmness, some cling to old habits and a love of various studies which are not essential, as if the salvation of both teachers and students depended upon those studies which for years have found a place in the schools By doing this. they turn away from the special light God has given in his Word and give to the students a deficient education.”-U.T., “The need of Reform in Educational work.”

(6.1)

Christian education and eternal Life.

“Now as never before we need to understand the true science of education. ‘If we fail to understand this, we shall never have a place in the kingdom of God. ‘This is life eternal, that they might know thee, the only true God, and

7

Jesus Christ whom thou hast sent.’ If this is the price of heaven, shall not our education be given on these lines?”-P.C. July 8, 1897.

(6.2)

It is time to obey.

“That which the Lord has spoken concerning the instruction to be given in our schools is to be strictly regarded; for if there is not in some respects an education of an altogether different character from that which has been carried on in some of our schools, we need not have gone to the expense of purchasing lands and erecting school buildings.”-U.T., “Need of Reform in Educational Work.”

(7.1)

Age does not make error truth.

“It is most difficult to practice right principles after having been so long accustomed to the practices of the world, but 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.”-Idem.

(7.2)

Garden of Eden Adam’s school-room.

“The garden of Eden was not only Adam’s dwelling, but his school-room. As in that school, so in the school of the earth, two trees are planted, the tree of life, which bears the fruit of true education, and the tree of knowledge, yielding the fruit of ‘science falsely so-called.’ All that have connection with Christ have access to the tree of life, a source of

8

knowledge of which the world is ignorant. After sin entered this world, the heavenly husbandman transplanted the tree of life to the paradise above, but its branches hang over the wall to the lower world. Through the redemption purchased by the blood of the Son of God, man may now partake of its life-giving fruit. The tree of knowledge has its roots in the earth. It is of the earth, earthy. All who have tasted of the heavenly fruit, the bread of life, are to be co-workers with God, pointing others from the tree of knowledge to the tree of life, that they also may partake of its fruit.”-P. C.

(7.3)

Christian education fits for all vocations.

“Whatever business parents may think suitable for their children, whether they desire them to be manufacturers, agriculturists, mechanics, or to follow some professional calling, they would reap great advantages from the discipline of an education. Your children should have an opportunity to study the Bible in the school.”-Idem.

(8.1)

Need of reform in lessons given to children.

“A decided reform is needed in the lessons given to the children and youth in our schools. Students need lessons which they have not yet received. 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 Lord has signified that a reform must be made by those who have placed human wisdom in the place of the
9

living oracles. Human wisdom is foolishness, for it misses the whole of God's providence, which looks into eternity. The Word must be searched, yea, eaten, in order to purify and prepare men to become members of the royal family, children of the heavenly King. From the first, schools conducted by Seventh-day Adventists should take the Word of God as their lesson book, and in doing this teachers and students will find hidden treasures, the higher education. That which the Lord has spoken . . . is to be strictly regarded."-P.C., "Need of Reform in Educational Work."

(8.2)

Fruit of the tree of knowledge not to be plucked.

"Age after age the curiosity of man has led him to seek for the tree of knowledge, and often he thinks he is plucking fruit most essential when, like Solomon, he finds it altogether vanity and nothingness in comparison with that science of true holiness which will open to him the gates of the city of God. Human ambition has been seeking for the kind of knowledge that will bring self-exaltation and glory, and supremacy. . . . The result has been centuries of darkness and error. Men have introduced human theories, thinking as did our first parents when tempted by Satan to eat of the tree of knowledge, that they would thus become as gods. But these sentiments are not in harmony with the Word. . . . The one, the Word of God, is a tree of life; the other is the forbidden fruit of the tree of knowledge,

10

and all who pluck and eat of this possess a disordered imagination."-P. C., "The Tree of Life and the Tree of Knowledge."

(9.1)

Why Christian schools are needed.

"One reason why it was necessary to establish institutions of our own was the fact that parents were not able to counteract the influence of the teaching their children were receiving in the public schools, and the error there taught was leading the youth into false paths. No stronger influence could be brought to bear upon the minds of youth and the children than that of those who are educating them in principles of science. For this reason it was evident that schools must be established in which our children should be instructed in the way of truth. . . . In our institutions of learning there was to be exerted an influence that would counteract the influence of the world, and with no encouragement indulgence in appetite, in selfish gratification of the senses, in pride, ambition, love of dress, and display, love of praise and flattery, and strife for high rewards and honors as a recompense for a good scholarship. All this was to be discouraged in our school. It will be

impossible to avoid these things and yet send them to the public schools, where they would daily be brought into contact with that which would contaminate their morals. All through the world there was so great a neglect of home training that the children found at the public schools, for the most part, were profligate and steeped in vice"-Jan. 9, 1894.

11

(10.1)

Bible cannot be taught in state schools.

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

(11.1)

Influence of popular schools.

"From the teachers in the public schools they receive ideas that are opposed to the truth.

12

But further than this, they receive a wrong education by associating with children who have no training; who are left to obtain a street education. Satan uses these children to educate children who are more carefully brought up. Before Sabbath-keeping parents know what evil is being done, the lessons of depravity are learned, the souls of their children are corrupted. . . . I would rather that children grow up in a degree of ignorance of school education as it is today, and employ some other means to teach them."-P. C.

(11.2)

Teachers and teaching.

True education means more than taking a certain course of study. It is broad. It includes the harmonious development of all the physical powers and the mental faculties. It teaches the love and fear of God, and is a preparation for the faithful discharge of life's duties.

(12.1)

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

12A

(12.2)

There is another kind of education that is very different. Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, "Seek ye first the kingdom of God and his righteousness." Its aim is not selfish; it is to honor God, and to serve him in the world. Both the studies pursued and the industrial training have this object in view. The word of God is studied; a vital connection with God is maintained, and the better feelings and traits of character are brought in exercise. This kind of education produces results as lasting as eternity. For "the fear of the Lord is the beginning of wisdom," and better than all other knowledge is an understanding of his word.-Sp. T. on Ed., pp. 47, 48.

(12A.1)

Chapter II. - Home Schools.

"Train up a child in the way he should go: and when he is old, he will not depart from it."-Prov. 22: 6.

(13.1)

Teachers in the home.

"As wise teachers, parents should labor earnestly for their children, leading them to co-operate with God. They should study carefully and prayerfully how to manifest

kindness, courtesy, and love, but not blind affection. True Christian parents are teachers in the home. . . . How startling is the proverb, 'As the twig is bent, the tree is inclined.' This is to be applied to the training of your children. Parents, will you remember that the education of your children from their earliest years is committed to you as a sacred trust?"-P.C., "Study for Time and Eternity."

(13.2)

Early home training.

"During the first six or seven years of a child's life, special attention should be given to its physical training, rather than to the

14

intellect. After this period, if the physical constitution is good, the education of both should receive attention. . . . Parents, especially mothers, should be the only teachers of such infant minds. They should not educate from books. The children generally will be inquisitive to learn the things of nature. They will ask questions in regard to the things they see and hear, and parents should improve the opportunity to instruct and patiently answer these little inquiries.-Healthful Living, p. 151

(13.3)

Age in the home school.

"The first seven or ten years of a child's life is the time when lasting impressions for good or for evil are made."-P.C., May 6, 1897.

(14.1)

"Parents should be the only teachers of their children until they have reached eight or ten years of age. . . . Many children have been ruined for life by urging the intellect and neglecting to strengthen the physical powers, Many have died in childhood because of the course pursued by injudicious parents and school-teachers . . . when they were too young to see the inside of a school-room."-Christian Education.

(14.2)

Every home should be a church.

"Every family in the home life should be a church, a beautiful symbol of the church of God in heaven. If parents realized their responsibility to their children, they would not under any circumstances scold and fret at them."-P.C., Dec. 15, 1897.

15

(14.3)

Effects of home school.

“Make the educational hour one of pleasure and importance, and your confidence will increase in the methods of seeking for the salvation of your children. Your own spiritual growth will be more rapid as you learn to work for them. As you work in a humble way; unbelief will disappear, faith and activity will impart to your experience ardor, assurance, and satisfaction that will increase day by day as you follow on to know the Lord and to make him known. Your prayers will become earnest, you will have some real object for which to pray.”-P.C., Feb. 2, 1895.

(15.1)

God's Word and nature.

“The mother . . . should find time to cultivate in herself and in her children a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all things beautiful, things which attract and delight them. She can lead their minds up to their Creator, and awaken in their young hearts a love for their heavenly Father, who has manifested such great love for them. Parents can associate God with all his created works. The only school-room for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery. And their only text-book should be the treasures of nature. These lessons, imprinted upon the minds of young children,

16

amid the pleasant, attractive scenes of nature, will not soon be forgotten.”-C.E., p. 9.

(15.2)

Home duties.

“The mother should be the teacher, and the home the school where every child receives his first lessons, and these lessons should include habits of industry. Mothers, let the little ones play in the open air; let them listen to the songs of the birds and learn the love of God as expressed in his beautiful works. Teach them simple lessons from the book of nature and the things about them; and as their minds expand, lessons from books may be added and firmly fixed in the memory. But let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek helpful exercise in the performance of necessary home duties.

(16.1)

Duties that educate.

“It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do that will not only keep them busy, but interest them. The active hands and brains must be employed from the earliest years. If parents neglect to turn their children’s energies into useful channels, they do them great injury; for Satan is

17

ready to find something to do. Shall not the doing be chosen for them, the parents being the instructors?”-Sp. T. on Ed., pp. 37, 38.

(16.2)

Physiology and hygiene.

“From the first dawn of reason the human mind should become intelligent in regard to the physical structure. We may behold and admire the work of God in the natural world, but the human habitation is the most wonderful. . . . It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place. . . . All children should study it. It should be regarded as the basis of all educational effort. And then parents should see to it that practical hygiene be added.”-Healthful Living, p. 13.

(17.1)

Voice culture.

“The very best school for voice culture is the home. Study in every way not to annoy, but to cultivate a soft voice, distinct and plain. Thus mothers may become teachers in the home. Mothers should themselves act like Christ, speaking tender, loving words in the home. Then opposite their names in the book of heaven will be written, ‘Ye are laborers together with God.’ . . . Avoid everything that will be rasping to your children.”-P.C., Sept. 24th., 1898.

(17.2)

Children should share the burdens with father and mother.

“The approval of God rests with loving assurance upon the children who cheerfully take their part in the duties of domestic life,

18

sharing the burdens of father and mother. They will be rewarded with health of body and peace of mind; and they will enjoy the pleasure of seeing their parents

take their share of social enjoyment and healthful recreation, thus prolonging their lives. Children trained to the practical duties of life, will go out from the home to be useful members of society. Their education is far superior to that gained by close confinement in the schoolroom at an early age, when neither the mind nor the body is strong enough to endure the strain.”-Sp. T. on Ed., p. 41.

(17.3)

“Thousands in their own homes are left almost uneducated. ‘It is so much trouble,’ says the mother. ‘I would rather do these things myself; it is such a trouble; you bother me.’”

(18.1)

“Does not mother remember that she herself had to learn in jots and tittles before she could be helpful? It is a wrong to children to refuse to teach them little by little. Keep these children with you. Let them ask questions, and in patience answer them. Give your little children something to do; and let them have the happiness of supposing they help you. There must be no repulsing of your children when trying to do proper things. If they make mistakes, if accidents happen, and things break do not blame. Their whole future life depends upon the education you give them in their childhood years.”-P.C., Dec. 15, 1897.

19

(18.2)

General Culture.

“Regularity should be the rule in all the habits of children.”-C.E., p 163.

(19.1)

“Teach them that money spent for that which they do not need is perverted from its proper use.”-Idem, p. 165.

(19.2)

Home Discipline.

“Many parents will have to render an awful account at last for their neglect of their children. . . . Children are left to come up instead of being trained up. . . .

(19.3)

“Parents stand in the place of God to their children, and they will have to render an account whether they have been faithful to the little few committed to their care. Parents, some of you are rearing children to be cut down by the destroying angel unless you speedily change your course, and are faithful to them. He can not love unruly children who manifest passion, and he can not save them in the time of trouble. Will you suffer your children to be lost through your neglect? Unfaithful parents, their blood will be upon you, and is not your salvation doubtful with the blood of your children upon you?--children who might have been saved had you filled your place, and done your duty as faithful parents should.

(19.4)

“Parents, correct your children. Begin while they are young, when impressions can be more easily made, and their evil tempers subdued before they grow with their growth and strengthen with their strength. . . . You should correct your children in love. Do not let them have their own way until you get angry, and

20

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. . . . Ask him to temper their dispositions, to make them mild and gentle by his Holy Spirit. He will hear you pray. He will love to answer your prayers. Through his Word he has enjoined it upon you to correct your children, to “spare not for crying,” and his word is to be heeded in these things. . .

(19.5)

“Children are the lawful prey of the enemy, because they are not subjects of grace, have not experienced the cleansing power of Jesus, and the evil angels have access to these children; and some parents are careless, and suffer them to work with but little restraint. Parents have a great work to do in this matter, by correcting and subduing their children, and then bringing them to God and claiming His blessing upon them. By the faithful and untiring efforts of the parents, and the blessing and grace entreated of God on the children, the power of the evil angels will be broken, a sanctifying influence is shed upon the children, and the powers of darkness must give back.”-Review and Herald, March 28, 1893.

(20.1)

The condition of many homes.

“There has been with many parents a fearful neglect of duty. Like Eli, they fail to exercise proper restraint, and then they send their undisciplined children to college to receive the training which the parents should have given

21

them at home. If the youth choose the society of the evil-disposed, and go on from bad to worse, then the teachers are censured and the school denounced. In

many cases censure justly belongs to the parents. They had the first and most favorable opportunity to control and train their children, when the spirit was teachable and the mind and heart easily impressed. But through the slothfulness of the parents the children are permitted to follow their own will until they become hardened in an evil course.”-Test. 31, p. 25.

(20.2)

“They (children) have felt no compunctions of conscience in going about the streets on the Sabbath for their own amusement. Many go where they please, and do what they please, and their parents are so fearful of displeasing them that, imitating the management of Eli, they lay no commands upon them. These youth finally lose all respect for the Sabbath, and have no relish for religious meetings or for sacred and eternal things. . . . Most of the backsliding from God in that place has come in consequence of parents neglecting to train their children to a conscientious religious life. The condition of these children is lamentable. They profess to be Christians, but their parents have not taken upon themselves the burden of teaching them how to be Christians.”-Test. 31, pp. 25-38.

(21.1)

A sacred trust.

“Every child born into the home is a sacred trust. God says to the parents, ‘Take this child and bring it up for me, that it may be an honor

22

to my name, and a channel through which my blessing shall flow to the world.’ . . . Something more is called for than a partial, onesided education. . . . The first lessons are of great importance. It is customary to send very young children to school.”-Sp. T. on Ed., pp. 36, 37.

(21.2)

Teachers for isolated homes.

“If parents are not able to send their children to school, let them hire an exemplary religious teacher who will feel it a pleasure to work for the Master in any capacity, who will be willing to cultivate any part of the Lord’s vineyard. Let mothers and fathers co-operate with the teacher, and devote an hour daily to study, becoming learners with the children.”-P. C. Feb. 2, 1895.

(22.1)

Chapter III. - Church Schools.

“All thy children shall be taught of God.”-Isaiah 54:13.

(23.1)

Schools Should Be Established.
For each church.

“In all our churches, and wherever there is a company of believers, church schools should be established, and in these schools there should be teachers with a true missionary spirit, for the children are to be trained to become missionaries. It is essential that the teachers be educated to act their part in instructing children of Sabbath-keepers not only in the sciences, but in the Scriptures. These schools, established in different localities, and conducted by God-fearing men and women, as the case demands, should be built upon the same principles as were the schools of the prophets.”-P. C., “Need of Church Schools.”

(23.2)

“I say, again, establish schools for the children wherever there are churches; where there are those who assemble to worship God let there be schools for the children. Work as if you were working for your life to save children
24
from being drowned in the polluting, corrupting influences of this life.”-Idem.

(23.3)

“If people would encourage the church in which they are members, and establish small, humble school buildings in which to do service for God, they would accommodate their own children within their borders.”-P. C.

(24.1)

If not more than six children.

“Therefore, in localities where there is a church, a school should be established, if there are no more than six children to attend. A teacher should be employed who will educate the children in the truths of the Word of God, which are so essential for these last days, and which it is so important for them to understand. A great test is coming: it will be upon obedience or disobedience to the commandments of God.-Idem.

(24.2)

For every company.

“There should be schools established wherever there is a church or company of believers. Teachers should be employed to educate the children of

Sabbath-keepers.”-Dec. 15, 1897.

(24.3)

“In all our churches there should be schools, and teachers of those schools who are missionaries.”-Idem.

(24.4)

Several churches unite.

“Wherever there are a few Sabbath-schools, let the parents unite together in providing a place for a day-school, where the children of the various Sabbath-keepers can come together. Let them employ a Christian teacher, who as
25
a consecrated missionary shall educate the children in such a way as to lead them to become missionaries themselves. Work while it is day, for the night cometh when no man can work.”-P. C. Feb. 2, 1894.

(24.5)

“We should have private schools in different localities to prepare our youth for our higher schools.”-Sp. T. to M. and W., No. 6, p. 58.

Studies for the Church School.

(25.1)

The Bible.

“Used as a text-book in our schools, the Bible will do for mind and morals what can not be done by books of science or philosophy. As a book to discipline and strengthen the intellect and ennoble, purify, and refine the character, it is without a rival.”-Sp. T. on Ed., p. 53.

(25.2)

“If there were not another book in the wide world of the Word of God, lived out, through the grace of Christ, would make man perfect in this world, with a character fitted for the future immortal life.”-Idem, p. 149.

(25.3)

“The Bible should not be brought into our schools to be sandwiched in between infidelity. The Bible must be made the ground-work and subject-matter of

education. It is true that we know much more of the Word of the living God than we knew in the past, but there is still much more to be learned. It should be used as the Word of the living God, and esteemed as first, and last, and best in everything. Then will be seen true spiritual growth.”-P. C., “The Bible in our Schools.”

26

(25.4)

“The Word of God is to stand as the highest educating book in our world, and is to be treated with reverential awe. It is our guide book; we shall receive from it the truth. We need to present the Bible as the great lesson book, to place it in the hands of our children and youth, that they may know Christ, whom to know aright is life eternal. It is the book to be studied by those of middle age and those who are aged.”-Sp. T. on Ed., p. 233.

(26.1)

“If used as a text-book in our school, it will be found far more effective than any other book in the world.”-C. E., p. 108.

(26.2)

“The Word of God is the most perfect educational book in our world.”-Sp. T. on Ed., p. 19.

(26.3)

“In searching its pages, we move through scenes majestic and eternal.”-C. E., p. 108.

(26.4)

“In the Bible every vital principle is declared, every duty made plain, every obligation made evident.”-C. E. p. 84.

(26.5)

“The Bible is a directory by which you may know the way to eternal life.”-Sp. T. on Ed., p. 194.

(26.6)

“It unfolds a simple and complete system of theology and philosophy.”-C. E., p. 106.

(26.7)

“What other book presents to students more ennobling science, more wonderful history?”-Sp. T. on Ed. p. 18.

(26.8)

“The searching of all books of philosophy and science can not do for the mind and morals what the Bible can do if studied and practiced.”-C. E. p. 107.

27

(26.9)

“Of all the books that have flooded the world, be they ever so valuable, the Bible is the book of books, and is most deserving of the closest study and attention.”-C. E. p. 105.

(27.1)

“Do not think the Bible will become a tiresome book to the children. Under a wise instructor, the work will become more and more desirable. It will be to them as the bread of life, and will never grow old. There is in it a freshness and beauty that attract and charm the children and youth. . . . God’s holy educating Spirit is in his Word. . . . The promises spoken by the Great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine. There will grow in the faithful a familiarity with divine things which will be as a barricade against the temptations of the enemy.”-P. C. Dec. 15, 1897.

(27.2)

Nature study.

“While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance.”-Sp. T. on Ed. p. 59.

(27.3)

“The most effective way to teach the heathen who know not God, is through his works. In this way, far more readily than by any other method, they can be made to realize the difference between their idols, the works of their own hands, and the true God, the Maker of heaven and earth.”-Sp. T. on Ed., p. 59.

(27.4)

“A return to simpler methods will be appreciated by the children and youth. Work in

the garden and field will be an agreeable change

28

from the wearisome routine of abstract lessons, to which their young minds should never be confined. . . . God has, in the natural world, placed in the hands of the children of men the key to unlock the treasure house of his Word. The unseen is illustrated by the seen; divine wisdom, eternal truth, infinite grace, are understood by the things that God has made. Then let the children and youth become acquainted with nature and nature's laws.-Sp. T. on Ed., p. 61.

(27.5)

Physiology and healthful living.

"The youth should be taught to look upon physiology as one of the essential studies, and they should not be satisfied with the mere theory; they should practice the knowledge obtained from books on this subject. This matter has not yet been patiently and perseveringly worked out. Those who neglect this branch of study, which comprehends so much, will make hazardous work in attempting to teach the youth. They are not qualified to direct in our schools, because the way of the Lord must be learned in order to be practiced."-P. C. "Our School Work."

(28.1)

"A practical knowledge of the science of human life is necessary in order to glorify God in our bodies. It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place.

(28.2)

"It is well that physiology is introduced into the common schools as a branch of education. All children should study it. It should be regarded as the basis of all educational effort.

29

And then parents should see to it that practical hygiene be added. This will make their knowledge of physiology of practical benefit."-"Healthful Living." p. 13.

(28.3)

Common branches.

"If teachers were receiving light and wisdom from the divine Teacher, the common, essential branches of education would be more thoroughly taught, and the Word of God would be honored and esteemed as the Bread sent down from heaven, which sustains all spiritual life, binding the human agent with Christ in God."-Sp. T. on Ed. pp. 164, 165.

(29.1)

“The common branches of education should be fully and prayerfully taught.”-P. C. Dec. 20, 1897.

(29.2)

“Children should be educated to read, write, to understand figures, to keep their own accounts, when very young. They may go forward, advancing step by step in this knowledge.”-P. C. Dec. 15, '897.

(29.3)

“The education given in our schools is one-sided. 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. This line of study is one of the most important for use in practical life; but few leave our schools with a knowledge of how to keep books correctly.-P. C. Dec. 20 '897.

(29.4)

Singing.

“I heard the songs of children and of parents: ‘Except the Lord build the house, they

30

labor in vain that build it: except the Lord keep the city, the watchman waketh but in vain,’ ‘Praise ye the Lord, praise the Lord, O my soul. While I live will I praise the Lord: I will sing praises unto my God while I have my being. Put not your trust in princes, nor in the son of man, in whom there is no help.’ ‘Praise ye the Lord from heavens; praise him in the heights. Praise ye him, all his angels, praise ye him, all his hosts; praise ye him, sun and moon; praise him, all ye stars of light.’” . .

(29.5)

Manual training.

“When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as a part of his school duties. There are many students who object to this kind of work in the school. They think useful employment, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity. Our Lord and Saviour, Jesus Christ, who is One with the Father, the Commander in the heavenly courts, was the personal instructor and guide of the children of Israel; and among them it was required that every youth should learn how to work. All were to be educated in

some business line, that they might possess a knowledge of practical life, and be not only self-sustaining, but useful. This was the instruction which God gave to his people.”

31

(30.1)

Example set by Christ.

“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. . . . He was not willing to be defective even in the handling of tools. He was perfect as a workman as he was in character.”-Sp. T. on Ed. pp. 37-39.

(31.1)

Various lines of manual training.

“Education, in felling trees, tilling the soil, erecting buildings, as well as in literature, is the education our youth should each seek to obtain. Further on, a printing-press should be connected with our school, in order to educate in this line. Tent-making also should be learned. There are also many things which the lady students may be engaged in. There is cooking, dressmaking, and gardening to be done. Strawberries should be planted, plants and flowers cultivated. This the lady students may be called out of doors to do. Thus they may be educated to useful labor. Bookbinding also, and a variety of trades, should be taken up. These will not only be putting into exercise brain, bone, and muscle, but will also be gaining knowledge.”-P. C.

(31.2)

“Students are here for special training, to become acquainted with all lines of work, that should they go out as missionaries they could in one sense be morally independent, and be able to furnish themselves with conveniences, because they have educated ability. Whether men or women they should learn to mend,

32

wash, and keep their own clothes in order. They should be able to cook their own meals.”-“Practical Missionary Work a branch of Education,” July 21, 1898.

(31.3)

Qualifications of Teachers.

Converted teachers.

“I would that the teachers in our schools could be of God’s selection and

appointment. Souls will be lost because of the careless work of professedly Christian teachers, who need to be taught by God day by day, else they are unfit for the position of trust. Teachers are needed who will strive to weed out their inherited and cultivated tendencies to wrong, who will come into line, wearing themselves the yoke of obedience, and thus giving an example to the students. The sense of duty to their God and to their fellow beings with whom they associate, will lead such teachers to become doers of the word, and to heed counsel as to how they should conduct themselves.”-Sept. 17, ‘887.

(32.1)

“Every teacher should be under the full control of Holy Spirit. If the teachers will open their own hearts to receive the Spirit, they will be prepared to co-operate with it in working for their students. Every teacher should know and welcome this Heavenly Guest.”-Sp. T. on Ed. pp. 50, 51.

(32.2)

Special talent should be given to the education of the youth. . . . Educators of youth should be Christians who are themselves under the discipline of God.”-P. C. “Need of Church Schools.”

33

(32.3)

Progressive teachers.

“Those teachers who have not a progressive religious experience, who have not learned daily lessons in the school of Christ, that they may be ensamples to the flock, but who accept their wages as the main thing, are not fit for the solemn, awfully solemn position they occupy.”-P. C. “The Teachers and Students of our Educational Institutions.”

(33.1)

“The truth is life and power, and to present it so that impressions will be made upon hearts, should be the work of our schools as well as of our churches, of the teacher as well as of the minister.”-P. C., “Need of Reform in our Educational Work.”

(33.2)

“We can not in this day of peril accept teachers because they have been in school two, three, four, or five years. The question which should decide whether they are qualified for their work should be, Have they, with all their acquisition of knowledge, searched the Bible, and dug beneath the surface for truth as for hidden treasures? Or have they seized the chaff in the place of the pure wheat thoroughly winnowed?

Are they partaking of the fruit of the tree of life?--P. C., "Tree of Life and Tree of Knowledge."

(33.3)

"Many teachers are leading their students over the Same Track that they have themselves have trod. They think this is the only right way. They give students food which would not sustain spiritual life, but which will cause those who partake of it to die. They are fascinated by that which God does not require them to know."-Test., "The Bible in Our Schools."

34

(33.4)

Efficiency required.

"God wants the teachers in our schools to be efficient. Let none feel that having an earnestness in religious matters is all that is essential in order to become educators. While they need no less of piety, they also need a thorough knowledge of the sciences. This will make them not only good, practical Christians, but will enable them to educate the youth, and, at the same time, they will have heavenly wisdom to lead them to the fountain of living water."-"Christian Education." . .

(34.1)

No cheap cast of mind.

"The teachers for our schools should be selected from the very best class. They should be experienced Christians who are balanced in mind, men and women who have learned the lesson of self-control. Then they can educate and do a work of larger importance than even the minister in preaching the word. They can prepare the soil that the truth may have effect upon human hearts. . . .

(34.2)

"No cheap cast of mind should be placed in our church schools. The very best is required in educating and moulding the human mind. . . . I dwell upon this, because suitable teachers are much needed, and men and women must be fitted up in the home and in the school to do a work of ministry of which they will not be ashamed."-P.C., Sept. 24, 1898.

(34.3)

No haphazard work.

"Teachers themselves should be what they wish the students to become. They should possess well-balanced, symmetrical characters.

35

They should be refined in manner, neat in dress, careful in all their habits, and should have that true Christian courtesy that wins confidence and respect.”-Sp. T. on Ed. p. 48.

(34.4)

No haphazard work must be done in the appointment of teachers. Those who have devoted years to study, and yet have not gained the education essential to fit them to teach others, in the lines the Lord has marked out, should not be connected with our schools as educators. They need to be taught the first principles of true, all-round education.

(35.1)

A practical knowledge necessary.

“The physical powers should be developed in proportion to the mental faculties. This is essential for an all-round education, and they will then be at home in any place. They should be able to teach others how to build, how to cultivate the soil. A man may have a brilliant mind, quick to catch ideas; but this is of little value to him if he has no knowledge of practical work, if he does not know how to put his ideas into execution. Such a one is only half educated. The teacher who has an intelligent knowledge of the best methods, and who can not only teach the theory, but can show by example how things should be done, will never be a drug in the market.-P. C. “Our School Work.

(35.2)

As disciplinarians.

“None who deal with the youth should be iron-hearted, but affectionate, tender, pitiful, courteous, winning, and compassionate; yet

36

they should know that reproof should be given, and that even rebuke must be spoken to cut off some evil doing.”-P. C., p. 549, June 21, 1897.

(35.3)

“Every one who has to do with educating the younger class of students should consider that these children are affected by, and feel the impression of the atmosphere, whether it be pleasant or unpleasant. If the teacher is connected with God, if he has Christ abiding in his heart, the spirit that is cherished by him is felt by the children. When a teacher manifests impatience or fretfulness toward a child, the fault may not be in the child one half as much as in the teacher, who needs himself to be disciplined and trained, and deserves a heavier punishment than he puts upon the child, for he is old enough to know better.”-P.C.

(36.1)

Close relation between teacher and pupils.

“Teachers become tired with their work, then something the children say or do does not accord with their feelings, but will they let Satan’s spirit enter into them and lead them to create feelings in the children very unpleasant and disagreeable, through their own lack of tact and wisdom from God? There should not be a teacher employed unless you have evidence, by test and trial, that he loves and fears to offend God.. . .

(36.2)

Value of a child.

“Teachers, Jesus is in your school every day. His great heart of infinite love is drawn out, not only for the best behaved children, who have the

37

most favorable surroundings, but for children who have, by inheritance, objectionable traits of character. . . . There must not be any haphazard work in this matter, for even the work of educating the children in the day school requires very much of the grace of Christ and the subduing of self. Those who naturally are fretful, easily provoked, who have cherished the habit of criticism, of thinking evil, should find some other kind of work, which will not reproduce any of their unlovely traits of character in the children and youth, for they have cost too much. Heaven sees in the child the undeveloped man or woman, with capabilities and powers that, if correctly guided and with heavenly wisdom developed, will become the human agencies through whom the divine influence can co-operate, to be laborers together with God. Sharp words and continual censure bewilder the child, but never reform him.”-P.C.

(36.3)

Discipline.

The standard.

“The Lord would have our primary schools, as well as those for older persons, of a character that angels of God can walk through the room and behold in the order and principles the order and government of heaven. This is thought by many to be impossible, but everyone should begin with this, and should work most earnestly to preserve the Spirit of Christ in temper, in communications, in the instruction, the teachers placing themselves in the

38

channel of light where the Lord can use them as his agents to reflect his own likeness of character upon the students. They may know that as God-fearing instructors, they have helpers every hour to impress upon the children the valuable

lessons given.”-P.C.

(37.1)

“It is the duty of principal and teachers to demand perfect order and perfect discipline. Those teachers who do not see the necessity of maintaining the rules that it is deemed essential to make have simply made a mistake in thinking that they are prepared to teach, and in accepting the situation. No disorder should be allowed without decided rebuke and a command to cease. It would not be allowed even in the common schools. If the principal and teachers of the school have not authority and government sufficient to set things in order, some one should take the management who will require obedience.”-P.C.

(38.1)

The duty of parents.

“Dislike and even contempt for regulations will often be manifested. Some will exercise all their ingenuity in evading penalties, while others will display a reckless indifference to the consequences of transgression. All this will call for more patience and greater exertion on the part of those who are intrusted with their education. If the parents would stand pledged to sustain the authority of the teacher, much insubordination, vice, and profligacy would be prevented. Parents should require their children to respect and obey rightful authority.”-C.E. p. 244.

39

(38.2)

“Do not think it your duty to carry everything you see and hear to others. They will take it to their homes, and comment upon it, and then pass the dish to some one else. . . . Children that are educated to relate everything they see that takes place at the table and in the classes will forfeit the confidence of their teachers by communicating to others their parcel of nonsense.-P.C. July 15, 1897.

(39.1)

“When parents realize their responsibilities, there will be far less left for teachers to do in the training of their children.”-Sp. T. on Ed. p. 42.

(39.2)

“In too many families today there is too much self-indulgence and disobedience passed by without being corrected, or else there is manifested an overbearing, masterful spirit that creates the worst evils in the dispositions of the children. Parents correct them at times in such an inconsiderate way that their lives are made miserable, and they lose all respect for father, mother, brothers, and

sisters.”-P.C. Sept. 24, 1898.

(39.3)

“Little boys and girls need thorough discipline in study.”-P.C. “Review and Herald and College Debt,” June 6, 1899.

(39.4)

Methods of discipline.

(1) “Teach the children in simple language that they must be obedient to their parents and give their hearts to God.”-P.C. Dec. 15, 1897.

(39.5)

(2) “If you can obtain the confidence of the youth (a troublesome pupil) and bind him to to your heart through cords of sympathy and

40

love, you may win a soul to Christ. The wayward, self-willed, independent boy may become transformed in character.”-C.E. p. 242.

(39.6)

Results of Christian Schools.

“Our religious experience is of exactly the same quality as the food we give our minds.”-“True Education,” July 8, 1897.

(40.1)

To make missionaries.

“God wants every child of tender age to be his child, to be adopted into his family. Young though they may be, the youth may be members of the household of faith, and have the most precious experience. They may have hearts that are tender and ready to receive lasting impressions. Their hearts may be drawn out in confidence and love for Jesus, that they may live for the Saviour. Christ will make them little missionaries. The whole current of their thoughts may be changed, so that sin will not appear a thing to be enjoyed, but to be hated and shunned. Children who are properly instructed will be witnesses for the truth. . . We may bring hundreds and thousands of children to Christ if we will work for them. Let all who read these words be melted and subdued. Let us in our educational work embrace far more of the children and youth than we have done, and there will be a whole army of missionaries raised up to work for God. In the last days children’s voices will be heard proclaiming the message. As Christ in the temple solved the mysteries which priests and rulers had not discerned, so in the closing

41

work of this earth children in their simplicity will speak words which will be an astonishment to men who now talk of 'higher education.' Then let the church carry a burden for the lambs of the flock in its locality, and see how many can be educated and trained to do service for God."-P.C., "Need of Church Schools."

(40.2)