

MORNING STAR WELLNESS & MISSIONARY TRAINING CENTER

PSALMS

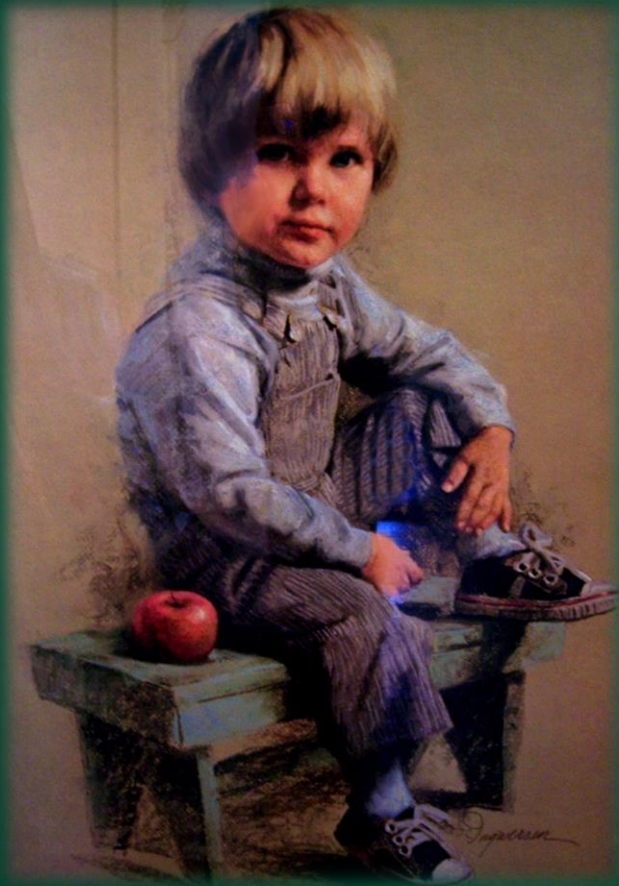


112:4

LIGHT IN DARKNESS
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WHAT IS A SCHOOL?



It is a place
where
children are
educated.

- Modern Dictionary from the 1990's

WHAT IS A SCHOOL?

A place or house in which
persons are instructed in
arts, science, languages or
any species of learning

- Webster's Dictionary 1828

WHAT DOES IT MEAN TO BE EDUCATED?

To teach them so that they
gain a knowledge of
something.

- Modern Dictionary from the 1990's

WHAT DOES IT MEAN TO BE EDUCATED?

Brought up; instructed;
furnished with knowledge
or principles; trained,
disciplined

- Webster's Dictionary 1828

WHAT IS EDUCATION?

The process of gaining
knowledge and
understanding through
learning.

- Modern Dictionary from the 1990's

WHAT IS EDUCATION?

The bringing up, as of a child, instruction; formation of manners. It comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

- Webster's Dictionary 1828

MARTIN LUTHER

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

Education of the World

When **Christianity, as such, began in the world**, the Word of God was its educational Book. However, there was at that time in the world that which claimed to be education; and not only education, but the only education in any true sense. **This which was claimed to be the true education, and which was accepted by the world as the only true education, had to be met by Christianity.** And on this question of education, as in all other things, **Christianity and the world were at direct opposites.** Christianity and this other education **met at the then three great educational centers in the world.**

CE, AT Jones

3 GREAT EDUCATIONAL CENTRES IN THE WORLD

- Corinth
- Ephesus
- Athens



CE, AT Jones

CORINTH

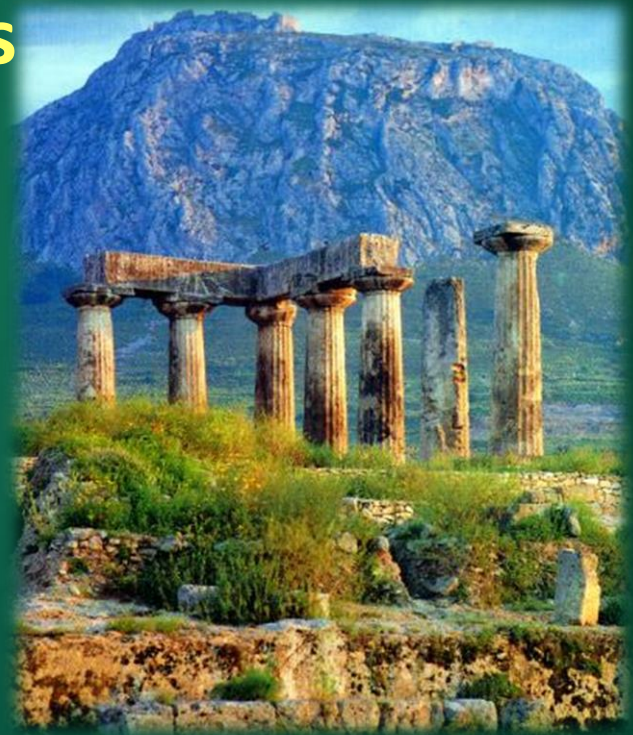
"Corinth was the Vanity Fair of the Roman Empire; therefore, at once the London and the Paris of the first century after Christ."



Farrar

CORINTH

"The great apostle to the Gentiles spent **eighteen months in planting Christianity in that center of the world's education**; and when he had gone away, he wrote concerning heathendom and its education, these words:



CORINTH

"After that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe."

Wisdom

The Reason for not
knowing God

CORINTH

It was "by wisdom" that the world was caused not to know God. And **that wisdom was the world's philosophy, the world's science, -- in a word, the world's education**. Therefore, Inspiration plainly shows that **that which was accepted by the world as education, was itself the means of their not knowing God**. But Christianity is the definite and certain knowledge of God. How could any two things be more directly at opposites, than are **a system which causes men definitely and certainly to know, and a system which definitely causes men not to know?**

EPHESUS

It was the most magnificent of "the magnificent cities of Asia." "Its markets glittered with the produce of the world's arts -- were the **Vanity Fair of Asia**. Nor was any name more splendidly emblazoned in the annals of human culture, than that of the great capital of Iodia."



Farrar

EPHESUS

In that cultured and educational city the great apostle to the Gentiles conducted a Christian school nearly two and a half years:



CE, AT Jones

EPHESUS

First in the synagogue "for the space of three months," and **afterward**, "when divers were hardened, and believed not, but spake evil of that way before the multitude, he departed from them, and separated the disciples, disputing daily **in the school of one Tyrannus**. And this continued by the space of two years."

Acts 19:9, 10.

EPHESUS

"This I say therefore, and testify in the Lord, that **ye henceforth walk not as other Gentiles walk**, in the vanity of their mind, having the understanding darkened, being **alienated from the life of God through the ignorance that is in them**, because of the blindness of their heart."

EPHESUS

These Gentile people of the city of Ephesus were **alienated (separated, cut off)** from the life of God through the ignorance that was in them. It was their **ignorance that was the cause of their separation** from the life of God. But Ephesus was a center of education; and it was precisely that **education that caused their alienation from the life of God.** Yet Inspiration declares that they were alienated from the life of God through the ignorance that was in them. It is, therefore, perfectly plain, that Inspiration defines **their education to have been ignorance.**

ATHENS

She was the **mother of the then world's education**. Yea, she was even more than this: she was the mother, in a large sense, of that which has been the **world's education to this day**



CE, AT Jones

ATHENS

And to Athens also went the great apostle to the Gentiles. There he was brought before the Supreme Court, to be heard as to what bearing his teachings were having in the matter of being a "*setter forth of strange gods*." And twice in his speech before that Court, and the assembled crowd, Inspiration uses the precise word that was used with reference to the world's education in Ephesus.

ATHENS

"Ye men of Athens, I perceive that in all things ye are too superstitious. For as I passed by, and beheld your devotions, I found an altar with this inscription, TO THE UNKNOWN GOD. Whom therefore **ye ignorantly worship**, Him declare I unto you. God that made the world and all things therein, seeing that He is Lord of heaven and earth, dwelleth not in temples made with hands; neither is worshiped with men's hands, as though He needed anything, seeing He giveth to all life, and breath, and all things;

Acts 17:22-31.

ATHENS

and hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; that they should seek the Lord, if haply they might feel after Him, and find Him, though He be not far from every one of us; for in Him we live, and move, and have our being; as certain also of your own poets have said, For we are also His offspring.

Acts 17:22-31.

ATHENS

"Forasmuch then as we are the offspring of God, we ought not to think that the Godhead is like unto gold, or silver, or stone, graven by art and man's device. And **the times of this ignorance God winked at; but now commandeth all men everywhere to repent**; because He hath appointed a day, in the which He will judge the world in righteousness by that Man whom He hath ordained; whereof He hath given assurance unto all men, in that He hath raised Him from the dead."

Acts 17:22-31.

ATHENS

"But do not forget that all this was but a part, the **central part** indeed, of the **education of Athens**, of the **education which she imparted**, of the **education of which she was the mother**. For that education culminated in art; that art was idolatry; and **that idolatry was but the manifestation of ignorance**. Therefore, again it is demonstrated that **the world's education, Greek education, at that time, was only ignorance**.

EPHESUS

CORINTH – EDUCATION
(NOT KNOWING GOD)

EPHESUS – EDUCATION (IGNORANCE);
SEPARATED FROM GOD

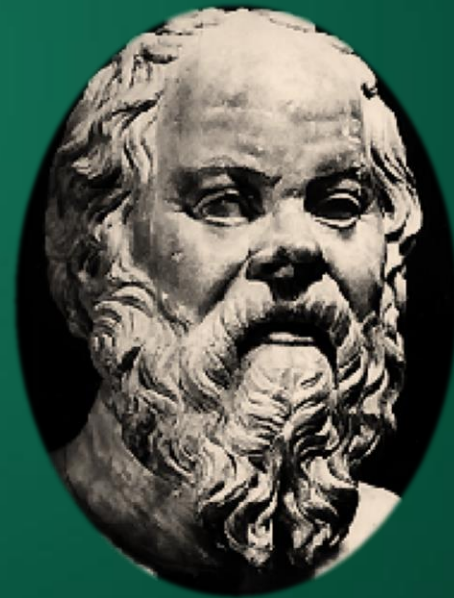
ATHENS – EDUCATION (IGNORANCE)

**EDUCATION = IGNORANCE
(NOT KNOWING GOD)**

CE, AT Jones

EDUCATORS OF GREECE

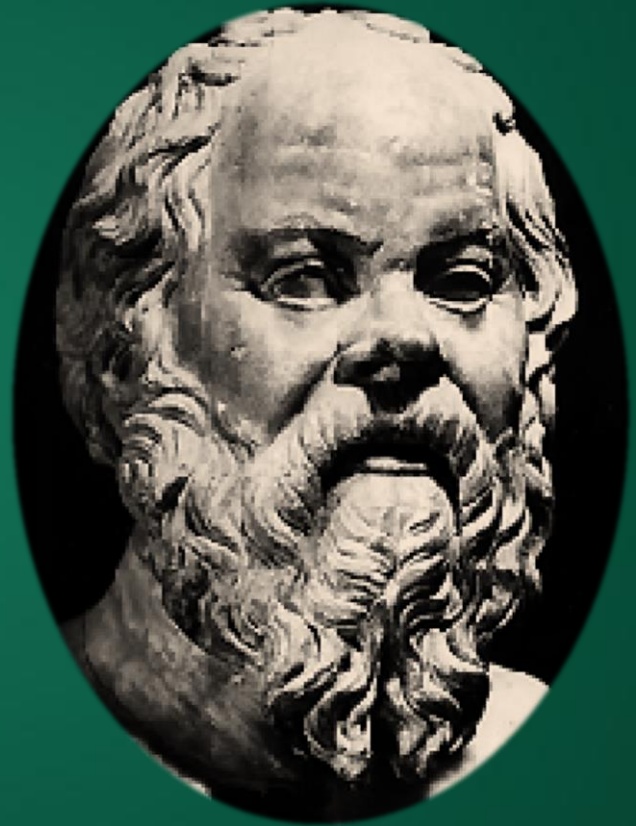
“Socrates was not a ‘philosopher,’ nor yet a ‘teacher,’ but rather an ‘educator,’ having for his function ‘to rouse, persuade, and rebuke.’



Plato, Apology, 30 E. Hence

EDUCATORS OF GREECE

Socrates' theory of
education
has for its basis a
**PROFOUND
AND
CONSISTENT
SKEPTICISM.**

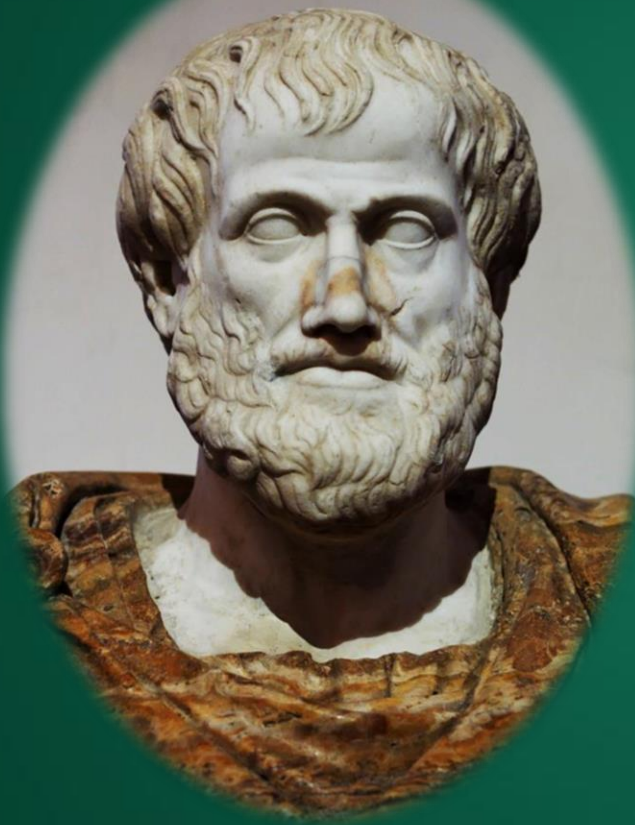


Encyclopedia Britannica, article "Socrates."

EDUCATORS OF GREECE

"Taking his departure from some apparently remote principle or proposition to which the respondent yielded a ready assent, Socrates would draw from it an unexpected but undeniable consequence which was plainly inconsistent with the opinion impugned. In this way, he brought his interlocutor to pass judgment upon himself, and **reduced him to a state of `doubt,' or `perplexity.'** 'Before I ever met you,' says Meno in the Dialogue which Plato called by his name, 'I was told that **you spent your time in doubting, and leading others to doubt; and it is a fact that your witcheries and spells have brought me to that condition.**'"

EDUCATORS OF GREECE



"Aristotle like Plato continued in education the identical **principle of education** which was entertained by Socrates and continued by Plato: that **doubt is the way to knowledge**. For with Aristotle it was a maxim that **"to frame doubts well" is a service to the discovery of truth.**

EDUCATORS OF GREECE

Thus, then, as stated concerning Socrates, the basis of the whole theory of Greek education, both in science and philosophy, was **"doubt," -- "a profound and consistent skepticism."** Indeed, the **principal idea of that philosophy is expressed in the word "doubt."** The history of philosophy is but **the history of doubt.**

EDUCATORS OF GREECE

Now, the **essential characteristic and quality of doubt** is that it definitely **causes him who exercises it, not to know**. So long as any one doubts a thing, he can not know that thing. And not to know, is simply ignorance. Since, therefore, the basis of the great Greek educator's theory of education was "doubt," -- "a profound and consistent skepticism;" and since the essential quality of doubt causes him who exercises it not to know; it follows that Greek education, being founded in doubt, and built up through doubt, was essentially ignorance.

GREEK EDUCATION

Greek education,
being founded in doubt,
and built up through
doubt, was essentially
ignorance.

SOURCE OF WORLDY EDUCATION

Let us again trace the present system of worldly education to its source. The educational plan of our first college was borrowed largely from the popular religious **colleges of the Protestant denominations**. These denominations received their educational light from the older educational institutions of this country such as **Harvard and Yale**;

(Painter, pp. 32-34).

SOURCE OF WORLDY EDUCATION

Harvard and Yale, as we have seen, borrowed theirs from **Oxford and Cambridge**; Oxford and Cambridge are daughters of **Paris University**; Paris University, presided over by the papists, was **wholly Papal**, and is **the mother of European Universities**; she borrowed her educational system from **Pagan Rome**;

(Painter, pp. 32-34).

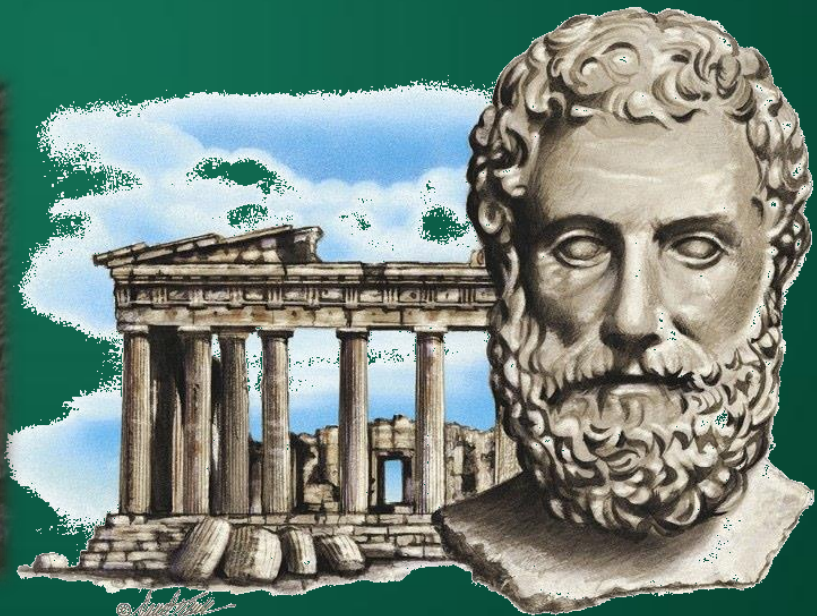
SOURCE OF WORLDY EDUCATION

Pagan Rome 'gathered into its arms the elements of Grecian and oriental culture;" Grecian schools drew their wisdom and inspiration from Egypt. "The ancients looked upon Egypt as a school of wisdom. Greece sent thither her illustrious philosophers and lawgivers--Pythagoras and Plato, Lycurgus and Solon--to complete their studies...

(Painter, pp. 32-34).

SOURCE OF WORLDY EDUCATION

Hence even the Greeks in ancient times were accustomed to borrow their politics and their learning from the Egyptians.



(Painter, pp. 32-34).

EGYPTIAN PHILOSOPHY RUINED EVERY CHURCH

This EGYPTIAN PHILOSOPHY RUINED EVERY CHURCH up to 1844, and Seventh-day Adventists have been told that "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." It is against this Egyptian philosophy that God warns us in the words just quoted. It is this very philosophy, so subtle, that God has in mind when He warns the church that "If possible 'he' (Satan) shall deceive the very elect." We young Seventh-day Adventists should study the man Moses, who, "learned in all the wisdom of the Egyptians, a graduate from the highest educational institution of the world, and recognized as an intellectual giant, **forsook all the things that Egyptian education made it possible for him to enjoy and entered God's training school in the wilderness.**" "It was not the teachings of the schools of Egypt that enabled Moses to triumph over all his enemies, but an ever-abiding faith, an unflinching faith, a faith that did not fail under the most trying circumstances." (T. E., p. 120).

EGYPTIAN PHILOSOPHY RUINED EVERY CHURCH

After **spending forty years in forgetting his worldly education and obtaining the wisdom of God**, Moses was qualified to stand at the head of the largest industrial school ever known. *"What an industrial school was that in the wilderness!"* (Ed., p. 37). **It took the students in this school another forty years to break the yoke of Egypt's educational system and to understand "the true science of education" so that they might have a place in the land of Canaan.**

CHRIST CALLS MEN AWAY FROM THE EGYPTIAN SYSTEM OF EDUCATION

But the most important thing for us Seventh-day Adventist young people is to study the great Teacher of whom it is said, "Out of Egypt have I called my Son." So completely was the Son of God called out of Egypt that as a child He was never permitted to attend even the Jewish church schools because they were so saturated with Egyptian worldly education. Seventh-day Adventist children have an equal chance. Study the Master in the humble home school at Nazareth, in the, shop and on the farm, on the hills and in the valleys. He grew in wisdom until, at the age of twelve, he astonished the leaders of the church with the fruit of Christian education.

CHRIST CALLS MEN AWAY FROM THE EGYPTIAN SYSTEM OF EDUCATION

"Mark the features of Christ's work... Although His followers were fishermen, he did not advise them to go first into the schools of the Rabbis before entering upon the work" (T. E., p. 136). Why? Because the schools of the Rabbis were filled with Greek and Egyptian philosophy which blinds the eyes to spiritual truth. It was to a teacher from one of these schools that Christ said, "Ye must be born again."

CHRIST CALLS MEN AWAY FROM THE EGYPTIAN SYSTEM OF EDUCATION

God pleads with us to establish schools for our children that they may obtain His wisdom and understanding even in their tender years. Seventh-day Adventist students should forever turn their backs on this system of worldly education--the wisdom of Egypt--that has wrecked the prospects of every Christian church up to the Seventh-day Adventist. And we, individually, are in danger of this same Egyptian wisdom. "I am filled with sadness when I think of our condition as a people. The Lord has not closed heaven to us, but **our own course of continual backsliding has separated us from God.** And yet the general opinion is that the church is flourishing, and that peace and spiritual prosperity are in all her borders. **The church has turned back from following Christ her leader, and is steadily retreating toward Egypt.**" (T. No. 31, p. 231).

CHRIST CALLS MEN AWAY FROM THE EGYPTIAN SYSTEM OF EDUCATION

I know thy works, that thou art neither cold nor hot: I would thou wert cold or hot. So then because thou art lukewarm, and neither cold nor hot, **I will spue thee out of my mouth.** Because thou sayest, I am rich, and increased with goods, and have need of nothing; and knowest not that **thou art wretched, and miserable, and poor, and blind, and naked:** I counsel thee to buy of me gold tried in the fire, that thou mayest be rich; and white raiment, that thou mayest be clothed, and *that the shame of thy nakedness do not appear; and anoint thine eyes with eyesalve, that thou mayest see.* As many as I love, I rebuke and chasten: be zealous therefore, and repent. Behold, I stand at the door, and knock: **if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.** – Rev 3:15-20

CHRIST CALLS MEN AWAY FROM THE EGYPTIAN SYSTEM OF EDUCATION

But if our gospel be hid, it is hid to them that are lost: **In whom the god of this world hath blinded the minds of them which believe not**, lest the light of the glorious gospel of Christ, who is the image of God, should shine unto them. For we preach not ourselves, but Christ Jesus the Lord; and ourselves your servants for Jesus' sake. For God, who commanded **the light to shine out of darkness**, hath shined in our hearts, *to give the light of the knowledge of the glory of God in the face of Jesus Christ.* – 2 Corinthians 4:3-6

SEVENTH-DAY ADVENTISTS CALLED TO BE REFORMERS

Instead of treating the situation lightly or indulging in reactionary criticism, as men have treated reforms of the past, especially those reforms of 1834-1844, let us study prayerfully the following instruction: "**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 truth error nor error truth. 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... 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 land and erecting school buildings." (T., Vol. 6, p. 142).

SCHOOL OF PROPHETS

"Schools should be established, not such elaborate schools as those at Battle Creek and College View, but more simple schools with more humble buildings and with teachers who will adopt the same plans that were followed in the schools of the prophets."



6T, page 139,

TRADITIONAL COURSES

One of the leading reforms called for in the Papal system of education deals with the question of courses and their degrees, because the moral fall of the Protestant churches can be attributed almost directly to the traditional courses offered in their schools and the attendant degrees. As a rule, their ministers were obliged to finish a course and obtain a degree, and this often affected their independence in following God's word; it checked their individuality and their originality. The school men are said to be “a stereotype representation of what the course makes them”; if they (the graduates) raise a fellowman out of the mire, they never get him nearer to heaven than the school where they were educated... They are content to share in the honor of repeating the twaddle, true or false, which passes for truth, in the school or sect which has made them what they are.”

Miller, p. 16

THE PRIMITIVE CHRISTIANS

THE PRIMITIVE CHRISTIANS carried the gospel rapidly and effectively to the world. In their school they taught only those subjects that would prepare the student to do the Lord's work.

By the world their educators were regarded as "odd, singular, straight-laced extremists." **Everything was done by these Christian educators to prepare the student quickly to act the part of a good soldier in the battle. Students were not detained in the school to finish a course or take a degree, a custom in vogue in the worldly schools. Later, half converted pagan-Christian teachers introduced the course-and-degree idea which developed an educational trust controlled by the church leaders, and no one was allowed to teach or preach until he had finished a course and received a degree.**

SERIOUS OBJECTIONS

ONE OF THE MOST SERIOUS OBJECTIONS brought against this plan is that **it closes the mind of the student to truth.**

Practically every religious reform has come through humble laymen because the church leaders, as a rule, in obtaining their education, have become conservative....

Consequently when the truth is presented to these school men, especially if it is brought by a layman, it is not looked upon with favor, as they have come to regard themselves as the regular channel through which light must come to the people.

SERIOUS OBJECTIONS

Motley, giving the experience of reformers in Holland, writes thus of the restriction placed on laymen by the Papal system of education: "We forbid all lay persons to converse or dispute concerning the Holy Scriptures, openly or secretly, especially on any doubtful or difficult matters, or to read, teach, or expound the Scriptures, unless they have duly studied theology and have been approved by some renowned university." He adds, however, that "to the ineffable disgust of the conservatives in church and state here were men with little education, utterly devoid of Hebrew, of lowly station--hatters, curriers, tanners, dyers and the likes--who began to preach; remembering unreasonably, perhaps, that the early disciples selected by the Founder of Christianity had not all been Doctors of Theology with diplomas from renowned universities."

(Motley, pp. 261, 533).

SERIOUS OBJECTIONS

The most of the school men about 1844 rejected the first angel's message because it did not come to them in the regular way. "The fact that the message was, to a great extent, preached by laymen, was urged as an argument against it. ... Multitudes, trusting implicitly in their pastors, refused to listen to the warning." (G. C., p. 380).

TRIED ON THE SAME POINT

"As the time comes for it (the third angel's message) to be given with greatest power, the Lord will work through humble instruments, leading the minds of those who consecrate themselves to service. The laborers will be qualified rather by the unction of the Spirit than by the training of literary institutions."

TRIED ON THE SAME POINT

Satan will work with all his power of deception to have a company of men at the head of the Seventh-day Adventist church at the time of the loud cry who will regard the work of humble instruments led by the Spirit of God, who have not graduated from a literary institution, with the same disfavor as the leaders of the Protestant churches before 1844 regarded such irregularities. God wants thousands of men trained in our schools, but He does not want them to receive such a training that their attitude toward truth will be the same as that of the school men of other denominations prior to 1844. The question of most vital importance to us Seventh-day Adventists is, can we obtain a liberal, practical education for God's work without being spoiled in the training?

There must be some way out.

sutherland

SCHOOL OF THE END

"The plan of the schools we shall establish in these closing years of the work is to be of an entirely different order from those we have established... I have been shown that in our educational work we are not to follow the methods that have been adopted in our older established schools. *There is among us too much clinging to old customs, and because of this we are far behind where we should be in the* development of the third angel's message."

(Madison School, p. 29).

SCHOOL OF THE END

The founders of Battle Creek College made their mistake when they did not follow the plan given them by the Lord, but modeled the school after worldly schools about them.

In these last days your test will come.

You are not to pattern your schools after the older established Seventh-day Adventist schools, but are to follow the divine model. If we fail to understand this divine plan, we shall have no place in the loud cry.

sutherland

DEGREES

the most dangerous element in degree granting does not seem to be comprehended by those Christian educators who cling to the custom. A degree is a sign or seal of authority. In the Christian church "the conferring of degrees was originated by a pope" as a sign of his authority over the educational system. Today degrees are conferred by the State, and the State has no right to set its seal to the work of an institution unless it can approve the system of education offered by that school. The degree is a sign of its approval.



sutherland

DEGREES

Any Seventh-day Adventist school that grants degrees, thereby invites State inspection, and must accept the world's standard and come into conformity to the worldly system of education. Claiming to conduct Christian schools, we yet seek to so teach that we can satisfy the worldly system. In time the State will either demand absolute conformity to her system or refuse to grant the degrees. If we are building up our work in such a manner as to encourage students to seek degrees, there is great danger that we will compromise on the true science of education in order to retain the State's seal or mark.

DEGREES

Seventh-day Adventists are not ignorant of the fact that even today the Papacy has the control practically of all education, and in a short time this will be openly avowed. Then the inspection of our degree granting schools will be done directly by the Papacy, and a degree, if granted, will again come directly from that organization. It will be a seal or a mark of the beast.

Other Protestants failed here. What shall we Seventh-day Adventist students do? One educator has summed up the whole degree question as follows: "*From his first introduction into the school, to the taking of his final degree, teachers, parents, and doting friends conspire in their efforts to stimulate the boy to get ahead of some one else.*"

DEGREES

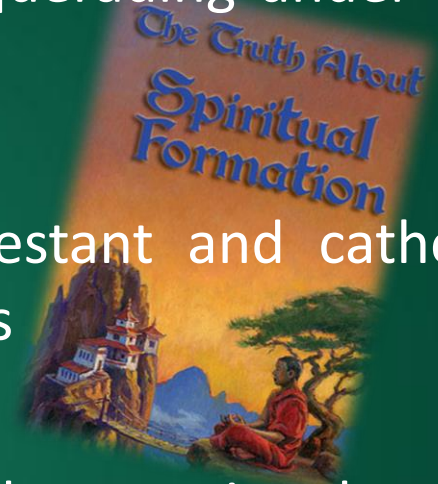
Men wear degrees as women wear fine bonnets, jewels in their hair, rings in their ears and on their fingers, and gay ribbons flaunting in the breeze. Consider, for example, the ornamental value of A. M., M. S., Ph. D., or the social value of such a tremendous decorative combination as that enjoyed by Mr. James Brown, A. M., Ph. D., LL. D., D. D. Each one of these titles costs as much as a diamond of moderate size, or a large pearl (not the Pearl of great price), and is worn for practically the same reason. It does not necessarily indicate anything. John Smith, tailor; James Brown, blacksmith; Mr. Jones, surveyor, are examples of titles which produce in the mind something more than the mere decorative effect. These indicate the trade or profession by which the man gains his livelihood."

sutherland

SPIRITUAL FORMATION

Spiritual Formation – Eastern religions masquerading under the banner of Christianity.

Ecumenical in nature – Accepted by protestant and catholic church leaders, as well as many SDA members



This idea of Spiritual formation is based on the premise that, by believing certain concepts of the eastern religions (**Buddhism, Hinduism, etc.**) and practicing certain of their rituals, we can gain *“a deeper Christian experience”*

OBJECT OF SCHOOL

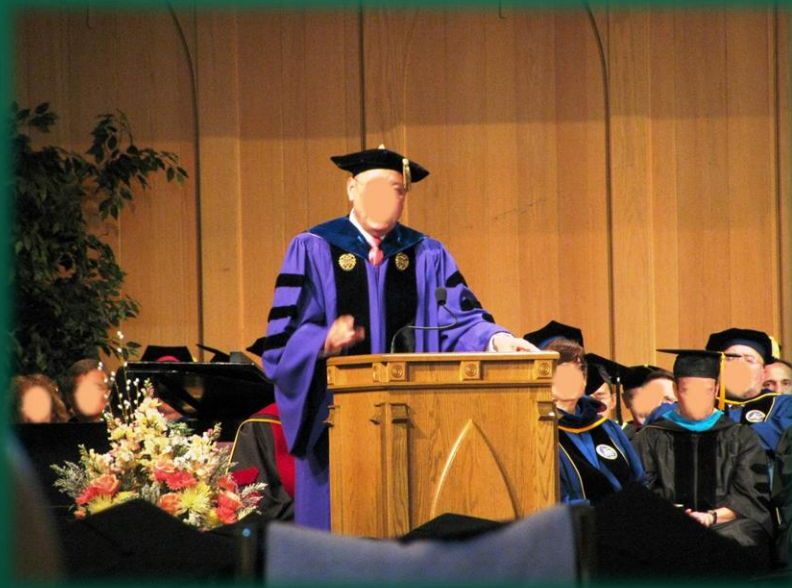
The object of our schools should be to prepare students to carry the message of Christ's second coming to all the world, and to prepare them speedily.

**"His work is not to wait while
his servants go through
such wonderfully elaborate
preparations as our schools are
planning to give."**

(T. E., p. 120).

WORLDLY APPEARANCE

“Many think that **worldly appearance** is necessary in our work, in order that the right impression may be made. But **this is an error** . . There should be **no striving for recognition from the world in order to gain character and influence for the truth.**”



EGW, July 23, 1901;
4 Review, pp. 319-320.

WORLDLY INFLUENCE

“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.”

PRESENT TRUTH

“Before we can carry the message of present truth in all its fullness to other countries, we must first break every yoke [connecting us to the world].

We must **come into the line of true education**, walking in the wisdom of God, and not in the wisdom of the world. God calls for messengers who will be **true reformers**. We must educate, educate, to prepare a people who will understand the message, and then give the message to the world.”

ARMOR OF HEAVEN



“Those who place themselves under God’s control, to be led and guided by Him, will catch the steady tread of the events ordained by Him to take place. Inspired with the Spirit of Him who gave His life for the life of the world, they will no longer stand still in impotency, pointing to what they cannot do. **Putting on the armor of heaven, they will go forth to the warfare, willing to do and dare for God, knowing that His omnipotence will supply their need.”**