

MORNING STAR WELLNESS & MISSIONARY TRAINING CENTER

PSALMS



112:4

LIGHT IN DARKNESS
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A photograph of a sunset over the ocean, with the sun low on the horizon and its reflection on the water. The text "IN THE BEGINNING" is overlaid in large, yellow, outlined letters. The text is centered and has a slight shadow effect. The background is a sunset over the ocean, with the sun low on the horizon and its reflection on the water. The sky is a mix of orange, yellow, and blue, with some clouds. The water is dark with whitecaps. The beach is visible in the foreground, with some footprints in the sand.

IN THE
BEGINNING

CREATED IN THE IMAGE OF GOD

When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker. *"God created man in His own image"* (Genesis 1:27), and it was His purpose that the longer man lived the more fully he should reveal this image--the more fully reflect the glory of the Creator.



DIVINE LIKENESS MARRED

Through sin the **divine likeness was marred, and well-nigh obliterated**. Man's physical powers were weakened, his mental capacity was lessened, his spiritual vision dimmed. He had become subject to death.



OBJECT OF EDUCATION

Yet the race was not left without hope. By infinite love and mercy the plan of salvation had been devised, and a life of probation was granted. To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized--this was to be the work of redemption. This is the object of education, the great object of life.



OBJECT OF EDUCATION = OBJECT OF LIFE

THE WORK OF REDEMPTION

To restore in man the image of his Maker / To bring him back to the perfection in which he was created.

To promote the development of body, mind, and soul.



LOVE

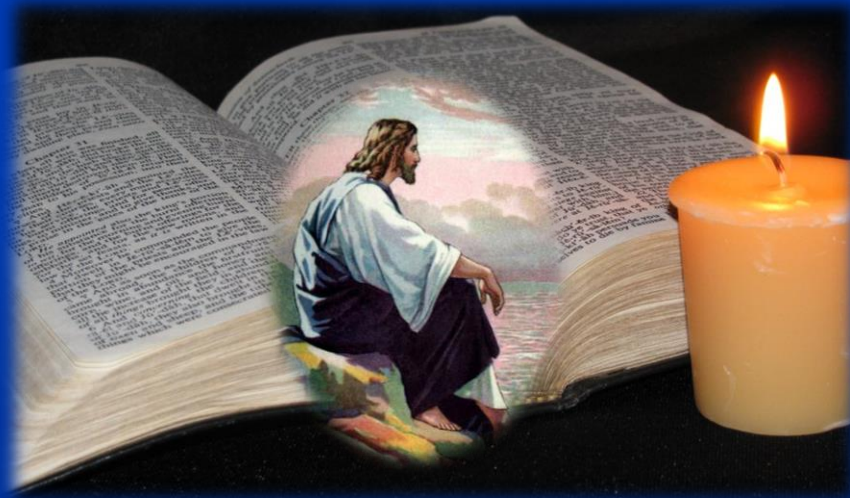
Love, the basis of creation and of redemption, is the basis of true education. This is made plain in the law that God has given as the guide of life. The first and great commandment is, *"Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind."* Luke 10:27. To love Him, the infinite, the omniscient One, with the whole strength, and mind, and heart, means the highest development of every power. It means that in the whole being--the body, the mind, as well as the soul--the image of God is to be restored.

LOVE

Like the first is the second commandment--"*Thou shalt love thy neighbor as thyself.*" Matthew 22:39. **The law of love calls for the devotion of body, mind, and soul to the service of God and our fellow men.** And this service, while making us a blessing to others, brings the greatest blessing to ourselves. **Unselfishness underlies all true development.** Through unselfish service we receive the highest culture of every faculty. More and more fully do we become partakers of the divine nature. **We are fitted for heaven, for we receive heaven into our hearts.**

THE BIBLE

The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education. To obtain an education worthy of the name, we must receive a knowledge of God, the Creator, and of Christ, the Redeemer, as they are revealed in the sacred word.



REDEMPTION AND EDUCATION

By sin man was shut out from God. Except for the plan of redemption, eternal separation from God, the darkness of unending night, would have been his. **Through the Saviour's sacrifice, communion with God is again made possible.** We may not in person approach into His presence; in our sin we may not look upon His face; but we can behold Him and commune with Him in Jesus, the Saviour. *"The light of the knowledge of the glory of God" is revealed "in the face of Jesus Christ."* God is *"in Christ, reconciling the world unto Himself."* 2 Corinthians 4:6; 5:19.

REDEMPTION AND EDUCATION

And while Christ opens heaven to man, the life which He imparts opens the heart of man to heaven. **Sin not only shuts us away from God, but destroys in the human soul both the desire and the capacity for knowing Him. All this work of evil it is Christ's mission to undo. The faculties of the soul, paralyzed by sin, the darkened mind, the perverted will, He has power to invigorate and to restore.** He opens to us the riches of the universe, and by Him the power to discern and to appropriate these treasures is imparted.

REDEMPTION AND EDUCATION

The result of the eating of the tree of knowledge of good and evil is manifest in every man's experience. There is in his nature a bent to evil, a force which, unaided, he cannot resist. To withstand this force, to attain that ideal which in his inmost soul he accepts as alone worthy, he can find help in but one power. That power is Christ. Co-operation with that power is man's greatest need. In all educational effort should not this co-operation be the highest aim?

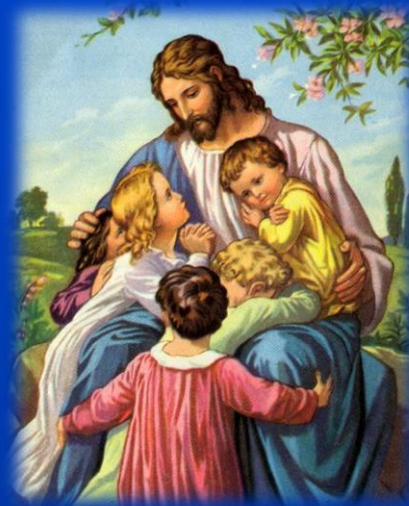


REDEMPTION AND EDUCATION

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

REDEMPTION AND EDUCATION

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



REDEMPTION AND EDUCATION

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

CONTENT



CONTENT

The classroom **focus should be on things of heaven**. The liberal arts and sciences should take second place as vehicles for heaven's goals. And there should be no room at all for arts, literature, social and physical sciences or any other studies which are not true, pure, lovely, of good report, and specifically to God's glory. Much as we realize the importance of other studies, practical skills and studies of agriculture and health should be first on our curriculum in our studies for heaven, along with the story of redemption.

**PRACTICAL SKILLS – AGRICULTURE –
HEALTH – STORY OF REDEMPTION**

MEANING OF TRUE EDUCATION

True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.

**TRUE EDUCATION IS THE HARMONIOUS
DEVELOPMENT OF THE PHYSICAL, THE
MENTAL, AND THE SPIRITUAL POWERS**

SOURCE OF TRUE EDUCATION

The **source of such an education** is brought to view in these words of Holy Writ, pointing to the Infinite One:

In Him *"are hid all the treasures of wisdom."* Colossians 2:3.
"He hath counsel and understanding." Job 12:13.



**GOD IS THE
SOURCE OF TRUE
EDUCATION**

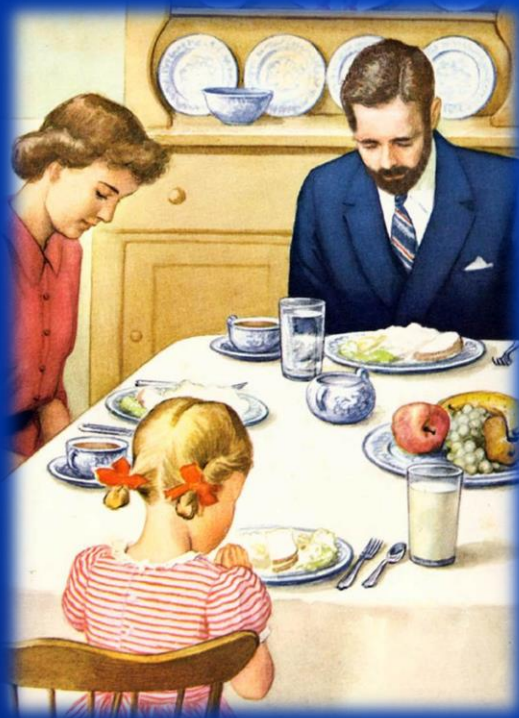
THE EDUCATIONAL FILTER

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

**IF IT GETS BLOCKED BY THE FILTER, IT
SHOULD NOT BE PART OF THE
EDUCATION**

TO THE GLORY OF GOD

Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God.



**EVERYTHING TO
BE DONE TO THE
GLORY OF GOD**

1 Corinthians 10:31

MAIN STUDIES / FOCUS



HEALTH

Health is an inestimable blessing and one more closely related to conscience and religion than many realize. It has a great deal to do with one's capability for service and should be as sacredly guarded as the character, for the more perfect the health the more perfect will be our efforts for the advancement of God's cause and for the blessing of humanity.

**MORE PERFECT HEALTH
MORE PERFECT EFFORTS
FOR ADVANCEMENT OF GOD'S CAUSE**

HEALTH REFORM

There is an important work to be done in our schools in teaching the youth the principles of health reform. The teachers should exert a reformatory influence in the matter of eating, drinking, and dressing, and should encourage their students to practice self-denial and self-control. The youth should be taught that all their powers are from God; that He has a claim upon every faculty; and that by abusing their health in any way they slight one of God's choicest blessings. The Lord gives them health to use in His service, and the greater their physical strength, the stronger their powers of endurance, the more they can do for the Master. Instead of abusing or overtaxing their physical powers, they should jealously guard them for His use.

Counsels to Parents, Teachers, and Students 294.2

LAWS OF LIFE AND HEALTH

The importance of caring for the health should be taught as a Bible requirement. Perfect obedience to God's commands calls for conformity to the laws of the being. The science of education includes as full a knowledge of physiology as can be obtained. No one can properly understand his obligations to God unless he understands clearly his obligations to himself as God's property. He who remains in sinful ignorance of the laws of life and health, or who willfully violates these laws, sins against God.

**TO WILLFULLY VIOLATE OR REMAIN IN SINFUL
IGNORANCE TO THE LAWS OF LIFE AND HEALTH IS
TO SIN AGAINST GOD**

BETTER HEALTH AND BETTER UNDERSTANDING

Students should have manual work to do, and it will not hurt them if in doing this work they become weary. Do you not think that Christ became weary? Indeed He did. Weariness injures no one. It only makes rest the sweeter. The lesson cannot be too often repeated that education will be of little value without physical strength with which to use it. When students leave college, they should have better health and a better understanding of the laws of life than when they entered it.

STUDENTS NEED MANUAL WORK

POSITIVE DANGER

God has revealed to me that we are in positive danger of bringing into our educational work the customs and fashions that prevail in the schools of the world. If teachers are not guarded, they will place on the necks of their students worldly yokes instead of the yoke of Christ. The plan of the schools we shall establish in these closing years of the message is to be of an entirely different order from those we have instituted.

**WE ARE TO ESTABLISH SCHOOLS OF AN
ENTIRELY DIFFERENT ORDER FROM OUR
PREVIOUS SCHOOLS**

LOCATION OF SCHOOLS

For this reason, God bids us establish schools away from the cities, where, without let or hindrance, we can carry on the education of students upon plans that are in harmony with the solemn message committed to us for the world. Such an education as this can best be worked out where there is land to cultivate and where the physical exercise taken by the students can be of such a nature as to act a valuable part in their character building and fit them for usefulness in the fields to which they shall go.

**ESTABLISH SCHOOLS AWAY
FROM CITIES**

Counsels to Parents, Teachers, and Students 532.3

CLINGING TO OLD CUSTOMS

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. Because men could not comprehend the purpose of God in the plans laid before us for the education of workers, methods have been followed in some of our schools which have retarded rather than advanced the work of God. Years have passed into eternity with small results, that might have shown the accomplishment of a great work. If the Lord's will had been done by the workers in earth as the angels do it in heaven, much that now remains to be done would be already accomplished, and noble results would be seen as the fruit of missionary effort.

Counsels to Parents, Teachers, and Students 533.2

EDUCATION IN PRACTICAL LIFE

The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields. If this training is given with the glory of God in view, great results will be seen. No work will be more effectual than that done by those who, having obtained an education in practical life, go forth to mission fields with the message of truth, prepared to instruct as they have been instructed. The knowledge they have obtained in the tilling of the soil and other lines of manual work, and which they carry with them to their fields of labor, will make them a blessing even in heathen lands.

EDUCATION UPON LARGER SCALE

Provision should have been made in past generations for education upon a larger scale. In connection with the schools should have been agricultural and manufacturing establishments. There should also have been teachers of household labor. And a portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised. If schools had been established upon the plan we have mentioned, there would not now be so many unbalanced minds.

**AGRICULTURE – MANUFACTURING –
HOUSEHOLD LABOUR**

PRACTICAL DUTIES OF LIFE

Many of the youth who would graduate at such institutions would come forth with stability of character. They would have perseverance, fortitude, and courage to surmount obstacles, and such principles that they would not be swayed by a wrong influence, however popular. There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for the practical duties of life.

**COOKING DEPARTMENT – MANUFACTURING WEARING
APPAREL – CUT, MAKE, AND MEND GARMENTS**

ONE-SIDED EDUCATION

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.

**If one must be neglected, let it be
the study of books.**

NEEDFUL DUTIES OF LIFE

There are very many girls who have married and have families, who have but little practical knowledge of the duties devolving upon a wife and mother. They can read, and play upon an instrument of music; but they cannot cook. They cannot make good bread, which is **very essential to the health of the family**. They cannot cut and make garments, for they never learned how. They considered these things unessential, and in their married life they are as dependent upon some one to do these things for them as are their own little children. It is this inexcusable ignorance in regard to the most needful duties of life which makes very many unhappy families.



Fundamentals in Christian Education, Page 41.2

WE ARE REFORMERS

The foregoing is a statement of what might have been done by a proper system of education. Time is too short now to accomplish that which might have been done in past generations; but we can do much, even in these last days, to correct the existing evils in the education of youth. And because time is short, we should be in earnest, and work zealously to give the young that education which is consistent with our faith. **We are reformers.** We desire that our children should study to the best advantage. In order to do this, employment should be given them which will call the muscles into exercise. **Daily, systematic labor should constitute a part of the education of the youth, even at this late period.**

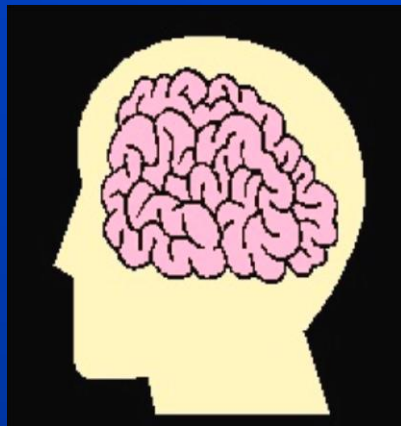


QUANTITY



QUANTITY

We are **not to try to ram in more content than a child's mind can take** without being "*almost wild*". Much homework is counterproductive. We are to emphasize thinking more than rote learning stressing the whys and hows at least as much as the whats, whereas and whens. A student cannot keep up with all knowledge, but he can learn how to select and to think.



THE BRAIN IS OVERWORKED

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

INDIVIDUALITY

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

BALANCE



BALANCE

One way to control content is to be sure the student has at least as much "*well-regulated physical labor*" as study. Our repeated instruction is to equalize work and study and if there is to be more of one, let it be work. And this operation is true at all levels, even at the medical school. This will appear impossible to some, but God promises that He will provide efficiency to make up the difference, and indeed, those who work half-time are those who are superior in studies.



Science of True Education

RUINED FOR LIFE?

Many children have been ruined for life, and some have died, as the result of the injudicious course of parents and teachers, in forcing the young intellect while neglecting the physical nature. The children were too young to be in a schoolroom. Their minds were taxed with lessons when they should have been left untasked until the physical strength was sufficient to support mental effort. Small children should be as free as lambs to run out-of-doors. They should be allowed the most favorable opportunity to lay the foundation for a sound constitution.

**PHYSICAL STRENGTH SUPPORTS
MENTAL EFFORT**

EDUCATION OF LITTLE VALUE

The hours of study and recreation should be carefully regulated, and a portion of the time should be spent in physical labor. When the habits of students in eating and drinking, dressing and sleeping are in accordance with physical law, they can obtain an education without sacrificing health. The lesson must be often repeated, and pressed home to the conscience, that education will be of little value if there is no physical strength to use it after it is gained.



THE LIVING TEACHER

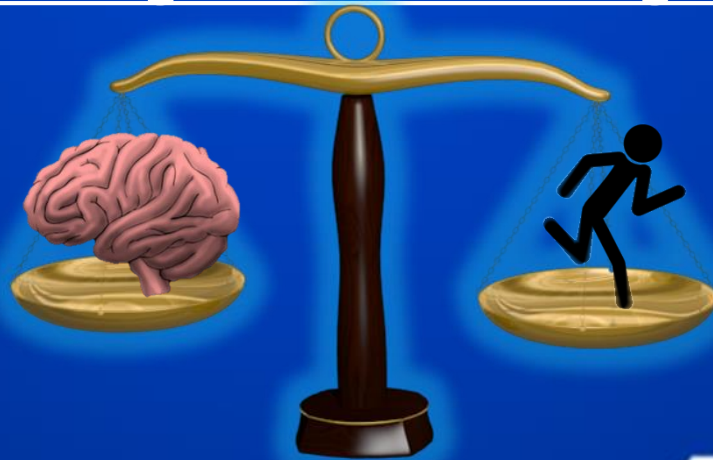
When students enter the school to obtain an education, the instructors should endeavor to surround them with objects of the most pleasing, interesting character, that the mind may not be confined to the dead study of books. The school should not be in or near a city, where its extravagance, its wicked pleasures, its wicked customs and practices, will require constant work to counteract the prevailing iniquity, that it may not poison the very atmosphere which the students breathe. ALL SCHOOLS should be located, as far as possible, where the eye will rest upon the things of nature instead of clusters of houses. The ever-shifting scenery will gratify the taste, and control the imagination. Here is a living teacher, instructing constantly.

EQUAL TAXATION

I pray that you will make God your Counselor. You are not amenable to any man, but are under God's direction. Keep close to Him. Do not take worldly ideas as your criterion. Let there be no departure from the Lord's methods of working. Use not common fire, but the sacred fire of the Lord's kindling **Be of good courage in your work.** For many years I have kept before our people the need, in the education of the youth, of an equal taxation of the physical and mental powers. But for those who have never proved the value of the instruction given to combine manual training with the study of books, it is hard to understand and carry out the directions given.

EDUCATING THE PARENTS

We are to educate the youth to exercise equally the mental and the physical powers. The healthful exercise of the whole being will give an education that is broad and comprehensive. We had stern work to do in Australia in educating parents and youth along these lines; but we persevered in our efforts until the lesson was learned that in order to have an education that was complete, the time of study must be divided between the gaining of book knowledge and the securing of a knowledge of practical work.

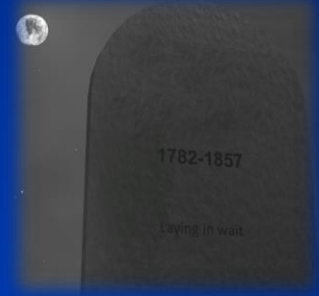


USEFUL WORK OR AMUSEMENTS?

Part of each day was spent in useful work, the students learning how to clear the land, how to cultivate the soil and to build houses in time that would otherwise have been spent in playing games and seeking amusement. And the Lord blessed the students who thus devoted their time to learning lessons of usefulness.



STUDENTS PERISHING



I am pained as I have presented to me students who are being educated to work for the salvation of the souls and bodies of those perishing around them, but who will themselves perish before they can accomplish that for which they are striving so earnestly. Will all teachers and students learn before they go any further how to treat themselves, that they may intelligently cooperate with God, to bear His message, to do His work, and not be cut off at the very time when they are most needed?

EXAMPLE



EXAMPLE

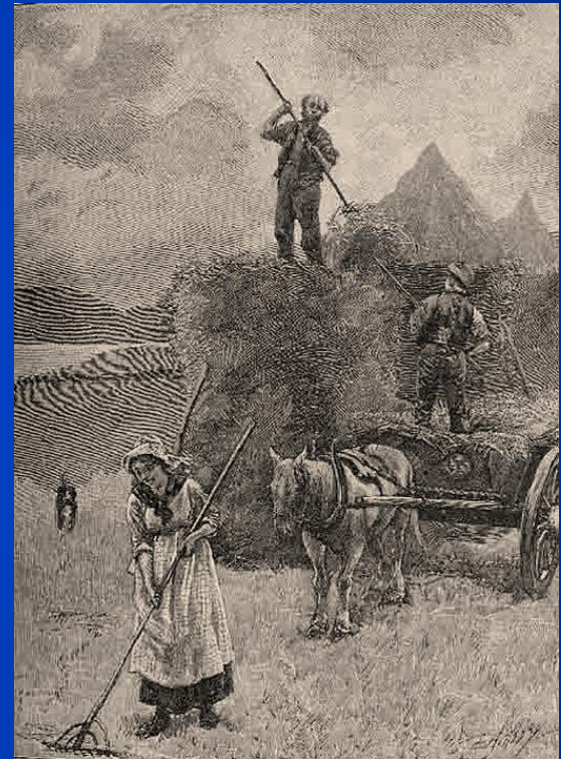
To insure this balance and the highest level of teaching, teaching by example every teacher should work with his/her students several hours daily, and in no case is this to be neglected. This teaches self-control, and therefore self-worth, along with responsibility, order, industry, initiative, and the equality of man so badly needed among the races today as it cannot otherwise be taught. There is no better way of teaching the graces of concern for each other. It even teaches teachers responsibility.



Science of True Education

TEACHERS WORKING WITH STUDENTS

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



WORK TO BE KEPT UP TO THE HIGHEST STANDARD

In every school there should be those who have a store of patience and disciplinary talent, who will see to it that every line of work is kept up to the highest standard. **Lessons in neatness, order, and thoroughness are to be given.** Students should be taught how to keep in perfect order everything in the school and about the grounds.

LESSONS IN NEATNESS, ORDER, THOROUGHNESS

CO-OPERATING WITH THE YOUTH

The instructors will find it greatly to their advantage to take hold disinterestedly with the students in manual labor, showing them how to work. **By co-operating with the youth in this practical way, the teachers can bind the hearts of the students to themselves by the cords of sympathy and brotherly love.** Christian kindness and sociability are powerful factors in winning the affections of the youth.

How to win the affections of the youth?

- * Christian kindness
- * Sociability

MINISTERS TO WORK WITH STUDENTS

Farmers need far more intelligence in their work. In most cases it is their own fault if they do not see the land yielding its harvest. They should be constantly learning how to secure a variety of treasures from the earth. The people should learn as far as possible to depend upon the products that they can obtain from the soil. In every phase of this kind of labor they can be educating the mind to work for the saving of souls for whom Christ has died. *"Ye are God's husbandry; ye are God's building."* Let the teachers in our schools take their students with them into the gardens and fields, and teach them how to work the soil in the very best manner. It would be well if ministers who labor in word or doctrine could enter the fields and spend some portion of the day in physical exercise with the students.

DO AS CHRIST DID

They could do as Christ did in giving lessons from nature to illustrate Bible truth. Both teachers and students would have much more healthful experience in spiritual things, and much stronger minds and purer hearts to interpret eternal mysteries, than they can have while studying books so constantly, and working the brain without taxing the muscles. God has given men and women reasoning powers, and He would have men employ their reason in regard to the use of their physical machinery. The question may be asked, How can he get wisdom that holdeth the plow, and driveth oxen? -- by seeking her as silver, and searching for her as for hid treasures. *"For his God doth instruct him to discretion, and doth teach him." "This also cometh forth from the Lord of hosts, which is wonderful in counsel, and excellent in working."*

Fundamentals in Christian Education, Page 325.1

GOD A CONSTANT WORKER

The word of God is to lie at the foundation of all the work done in our intermediate schools. And the students are to be shown the true dignity of labor. They are to be taught that God is a constant worker. Let every teacher take hold heartily with a group of students, working with them, and teaching them how to work. As the teachers do this, they will gain a valuable experience. **Their hearts will be bound up with the hearts of the students, and this will open the way for successful teaching.** It would be a sad mistake for us to fail to consider thoroughly the purpose for which each of our schools is established. **This is a matter that should be faithfully studied by our responsible men in each union conference,** in order that the youth may be surrounded by circumstances the most favorable for the formation of characters strong enough to withstand the evils of this world.

Counsels to Parents, Teachers, and Students 203.2-3

SCHEDULING



SCHEDULING

Early to bed and early to rise should and can be the rule for efficiency and health. The time before midnight is twice as valuable for rest as the hours after. And the time before breakfast is several times as productive for study as the hours after supper. **These are among God's efficient methods, and are an integral part of His program of balance.**



Science of True Education



In regulating the hours for sleep, there should be no haphazard work. Students should not form the habit of burning the midnight oil and taking the hours of the day for sleep. If they have been accustomed to doing this at home, they should correct the habit, going to bed at a seasonable hour. They will then rise in the morning refreshed for the duties of the day. In our schools the lights should be put out at half past nine.

LIGHTS OUT: 9:30 PM

GRADING



GRADE LEVELS

God does not
approve of
rigid grade
levels.

Students are
to be given
room to
grow.



Science of True Education

SYSTEM OF GRADING A HINDRANCE

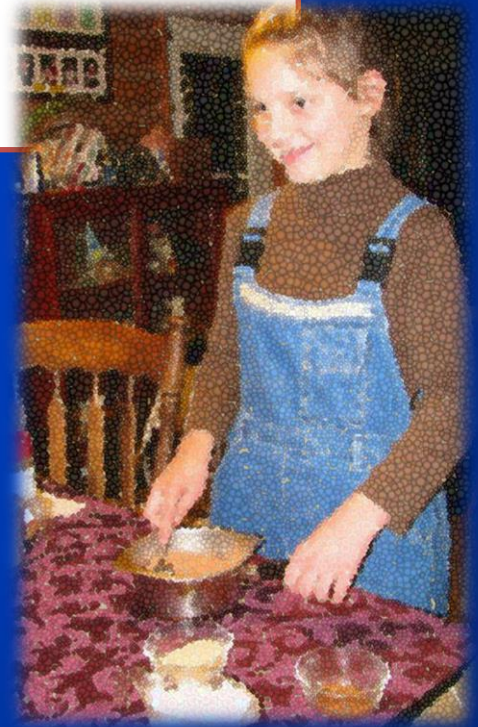
The system of grading is sometimes a hindrance to the pupil's real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may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

KNOWLEDGE OF SELF

Every child and every youth should have a knowledge of himself. He should **understand the physical habitation** that God has given him, and **the laws by which it is kept in health.** All should be **thoroughly grounded in the common branches of education.** And they should have **industrial training** that will make them men and women of practical ability, fitted for the duties of everyday life. To this should be added **training and practical experience in various lines of missionary effort.**



STUDENTS AS TEACHERS



STUDENTS AS TEACHERS



Teachers can greatly improve their teaching and save much energy by using older children to teach the younger and the stronger to teach the weaker.

TEACHERS AND PARENTS ENCOURAGED AND STRENGTHENED

As he interests himself in the home education, the teacher imparts a double benefit. Many parents, absorbed in work and care, lose sight of their opportunities to influence for good the lives of their children. **The teacher can do much to arouse these parents to their possibilities and privileges.** He will find others to whom the sense of their responsibility is a heavy burden, so anxious are they that their children shall become good and useful men and women. Often **the teacher can assist these parents in bearing their burden, and, by counseling together,** both teacher and parents will be encouraged and strengthened.

DEEPENING FOUNDATIONS OF CHARACTER

In the home training of the youth the principle of co-operation is invaluable. From their earliest years children should be led to feel that they are a part of the home firm. Even the little ones should be trained to share in the daily work and should be made to feel that their help is needed and is appreciated. The **older ones should be their parents' assistants, entering into their plans and sharing their responsibilities and burdens.** Let fathers and mothers take time to teach their children, let them show that they value their help, desire their confidence, and enjoy their companionship, and the children will not be slow to respond. Not only will the parents' burden be lightened, and the children receive a practical training of inestimable worth, but there will be a **strengthening of the home ties** and a **deepening of the very foundations of character.**

CO-OPERATIONS THE SPIRIT OF THE SCHOOLROOM

Co-operation should be the spirit of the schoolroom, the law of its life. The teacher who gains the co-operation of his pupils secures an invaluable aid in maintaining order. In service in the schoolroom many a boy whose restlessness leads to disorder and insubordination would find an outlet for his superfluous energy. Let the older assist the younger, the strong the weak; and, so far as possible, let each be called upon to do something in which he excels. This will **encourage self-respect and a desire to be useful.**



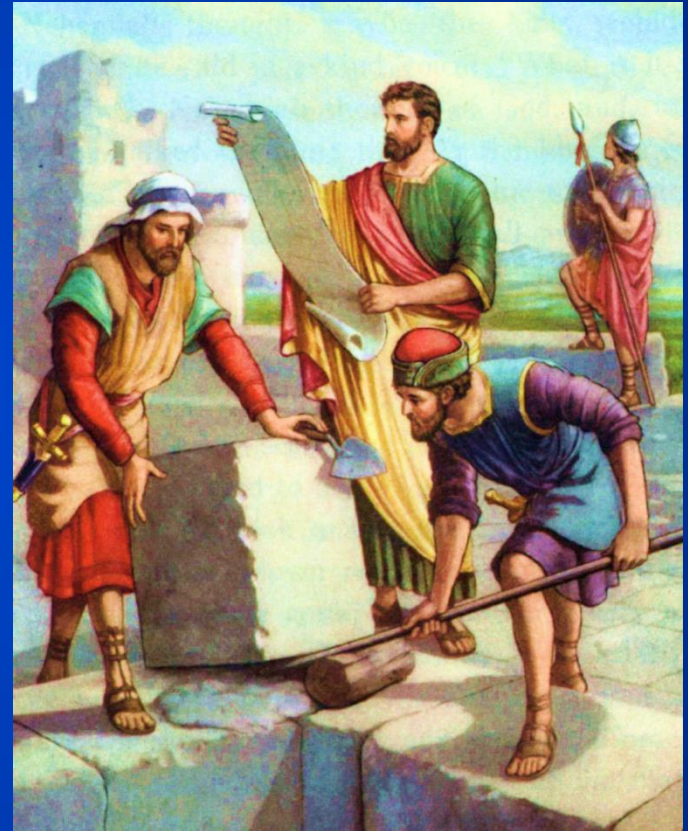
STUDY LESSONS OF CO-OPERATION

It would be helpful for the youth, and for parents and teachers as well, to study the lesson of co-operation as taught in the Scriptures. Among its many illustrations notice the **building of the tabernacle**,--**that object lesson of character building**,--in which the **whole people united**, *"everyone whose heart stirred him up, and everyone whom his spirit made willing."* Exodus 35:21. Read how the **wall of Jerusalem** was rebuilt by the returned captives, **in the midst of poverty, difficulty, and danger**, the great task **successfully accomplished** because *"the people had a mind to work."* Nehemiah 4:6. Consider the part acted by the disciples in the **Saviour's miracle for the feeding of the multitude**. The food multiplied in the hands of Christ, but **the disciples received the loaves and gave to the waiting throng**.

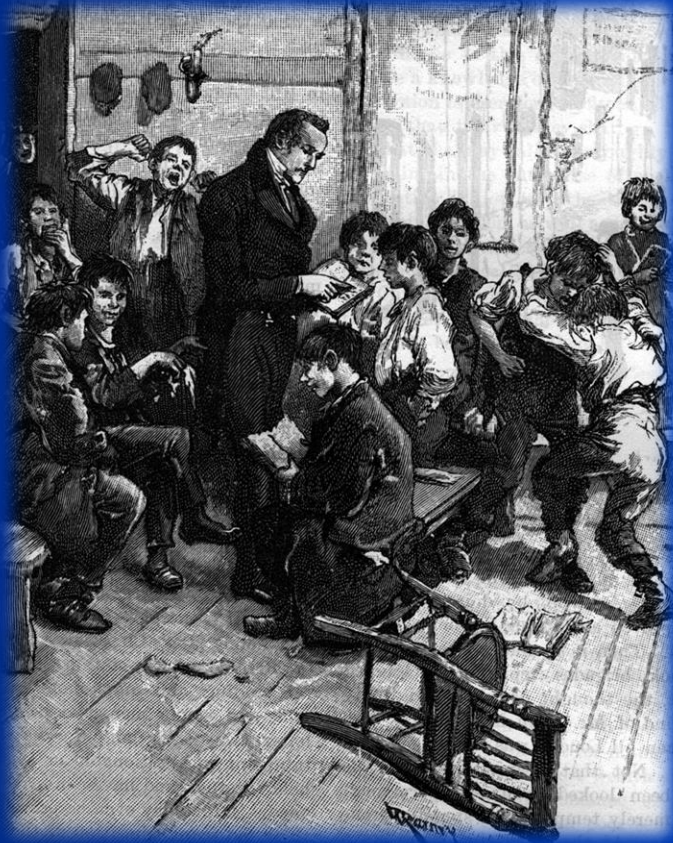
BE OF GOOD COURAGE

*"They helped
everyone his
neighbor; and
everyone said to
his brother, Be of
good courage."*

Isaiah 41:6

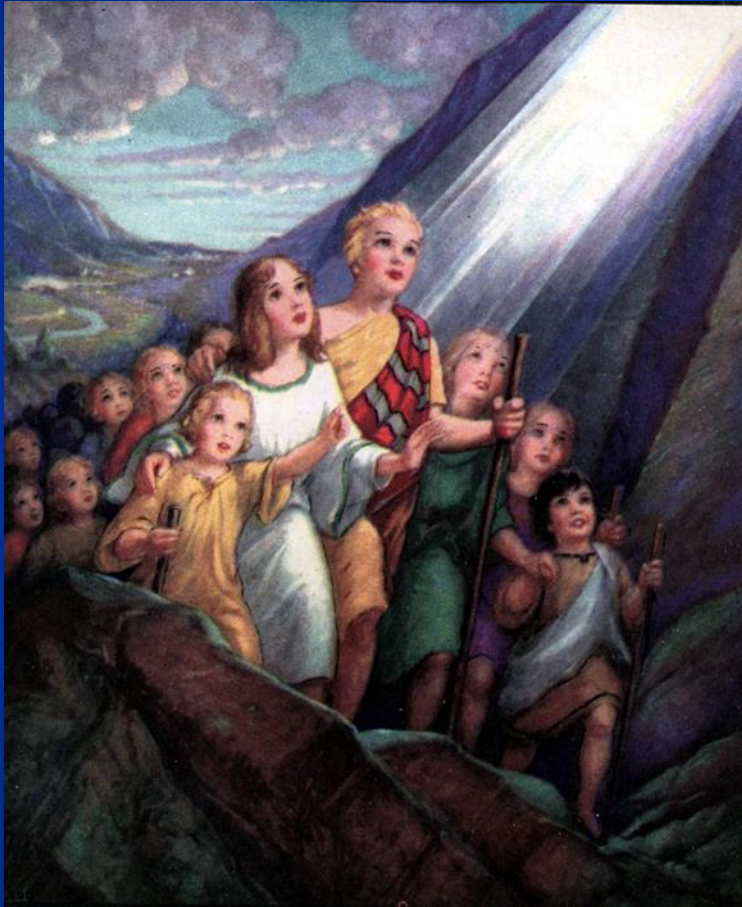


PUBLIC SCHOOLS



In sending children to the public schools, parents are placing them under demoralizing influences-- influences that injure the morals and habits. In such surroundings, children often receive instruction that trains them to be enemies of Christ. They lose sight of piety and virtue.

REASON FOR BEING IN SCHOOL



Let every student realize that he is in the school to help his fellow students to co-operate with God, to co-operate with the prayers that are rising in their behalf. In sympathy and love he should help his associates to press heavenward.

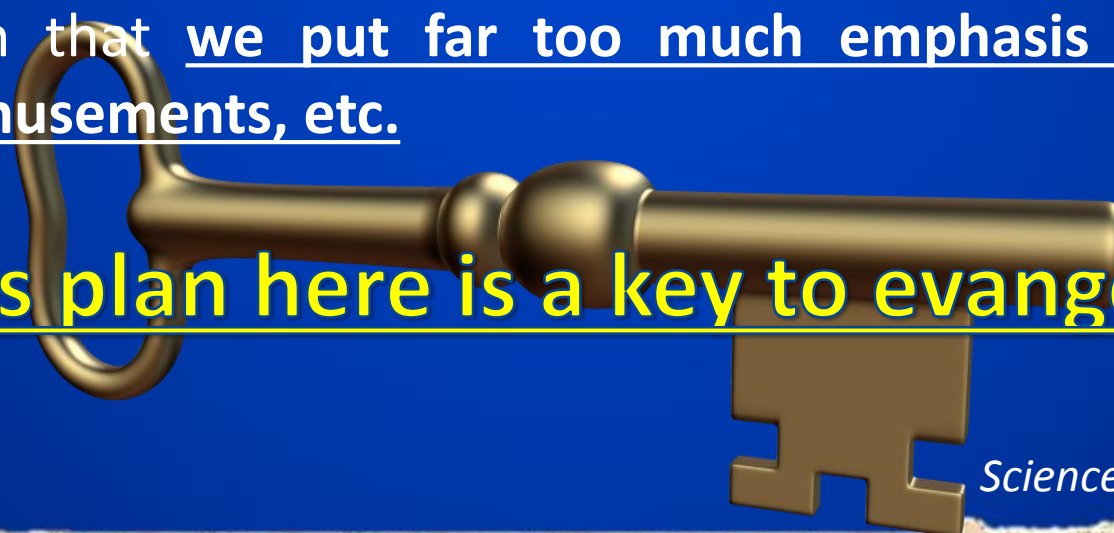
SPORTS AND AMUSEMENTS



SPORTS AND AMUSEMENTS

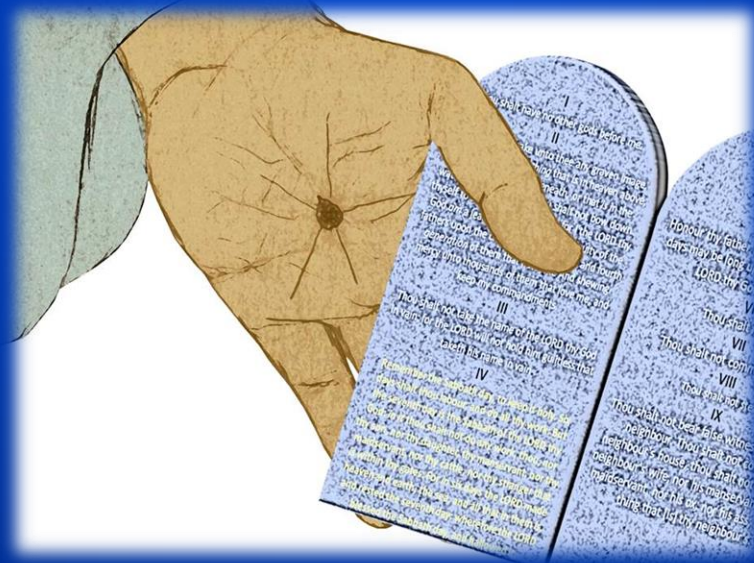
God forbids rivalry in which one person eagerly wins at the certainty of another's Loss.' Sports and amusements do more than anything else to turn the Holy Spirit away from our youth, but love of sports will pass if teachers and pastors and parents work with the students. The loss of the Holy Spirit can also cause the loss of mental gains, for only the Holy Spirit can quicken the perceptive faculties. And the Holy Spirit turned away means evangelistic power lost. We cannot skip the conclusion that we put far too much emphasis upon play, sports, amusements, etc.

God's plan here is a key to evangelism.



DO UNTO OTHERS?

Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.



Matthew 7:12

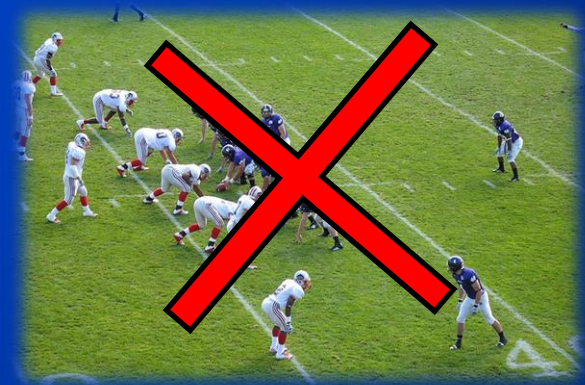
AFFECTION

Be kindly affectioned one to another with brotherly love; in honour preferring one another;



FOR CHRIST'S SAKE HALT

For Christ's sake call a halt at the Battle Creek College, and consider the after-workings upon the heart and the character and principles, of these amusements copied after the fashion of other schools. You have been steadily progressing in the ways of the Gentiles, and not after the example of Jesus Christ. Satan is on the schoolground; he is present in every exercise in the schoolroom. The students that have had their minds deeply excited in their games, are not in the best condition to receive the instruction, the counsel, the reproof, most essential for them in this life and for the future immortal life.



IMBUED WITH THE SPIRIT OF TRUE AND UNDEFINED RELIGION

Hoping to see our schools thoroughly imbued with the spirit of true and undefined religion. When the students are thus imbued, they will see that there is a great work to be done in the lines in which Christ worked, and the **time they have given to amusements will be given up to doing earnest missionary work**. They will endeavor to do good to all about them, to lift up souls that are bowed down in discouragement, and to enlighten those who are in the darkness of error. They will put on the Lord Jesus Christ, and make no provision for the flesh to fulfill the lusts thereof.

MOST ESSENTIAL EDUCATION FOR YOUTH TODAY

The most essential education for our youth today to gain, and that which will fit them for the higher grades of the school above, is an education that will teach them how to reveal the will of God to the world. **To neglect this phase of their training, and to bring into our schools a worldly method, is to bring loss to both teachers and students.**

**MOST ESSENTIAL EDUCATION
- HOW TO REVEAL THE WILL OF
GOD TO THE WORLD -**

SPORTS AND AMUSEMENTS CAUSE OF PERPLEXITY

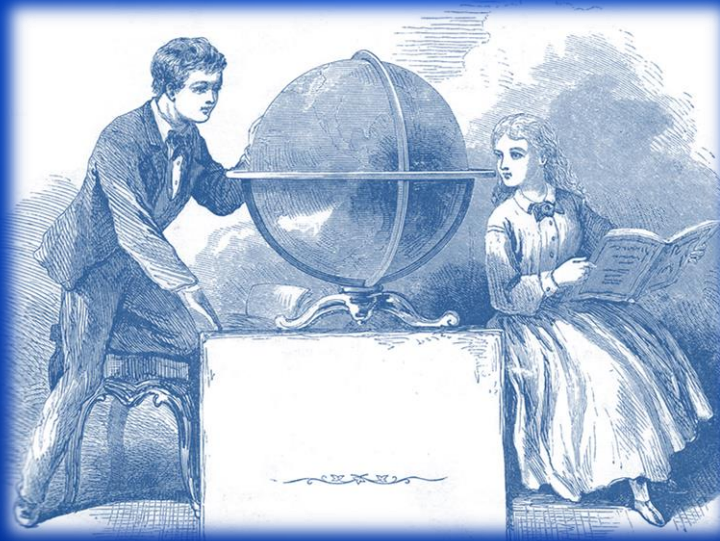
Those who go forth from our schools to engage in mission work will have **need of an experience in the cultivation of the soil and in other lines of manual labor.** They should receive a training that will fit them to take hold of any line of work in the fields to which they shall be called. No work will be more effectual than that done by those who, having obtained an education in practical life, go forth prepared to instruct as they have been instructed. In His teachings the Saviour represented the world as a vineyard. We would do well to **study the parables in which this figure is used.** If in our schools the land were more faithfully cultivated, the buildings more disinterestedly cared for by the students, the love of sports and amusements, which causes so much perplexity in our school work, would pass away.

ADMISSIONS POLICIES



ADMISSIONS POLICIES

We are, to take only the youth into our schools who are committed to the standards of God who are neither **indulged, lawless, pleasure-seekers, nor morally depraved**, but who are **worthy of the good associates that they choose** who are disinclined to foolishness, who are **honorable, cooperative, missionary-minded**. Most students prefer a school that stands for something.



Science of True Education

INFLUENCE ON FELLOW STUDENTS

The student who has a conscientious regard for truth and a true conception of duty can do much to influence his fellow students for Christ. The youth who are yoked up with the Saviour will not be unruly; they will not study their own selfish pleasure and gratification. Because they are one with Christ in spirit, they will be one with Christ in action. The **older students in our schools should remember that it is in their power to mold the habits and practices of the younger students;** and they should seek to make the best of every opportunity. Let these students determine that they will not through their influence betray their companions into the hands of the enemy.



DO YOU DESIRE TO CORRECT HABITS

It rests with you, young men and women, to decide whether you will become trustworthy and faithful, ready and resolute to take your stand for the right under all circumstances. Do you desire to form correct habits? Then seek the company of those who are sound in morals, and whose aim tends to that which is good. The precious hours of probation are granted that you may remove every defect from the character, and this you should seek to do, not only that you may obtain the future life, but that you may be useful in this life. A good character is a capital of more value than gold or silver. It is unaffected by panics or failures, and in that day when earthly possessions shall be swept away, it will bring rich returns. Integrity, firmness, and perseverance are qualities that all should seek earnestly to cultivate; for they clothe the possessor with a power which is irresistible-- a power which makes him strong to do good, strong to resist evil, strong to bear adversity.

Counsels to Parents, Teachers, and Students 225.1

LEARN TO OBEY GOD

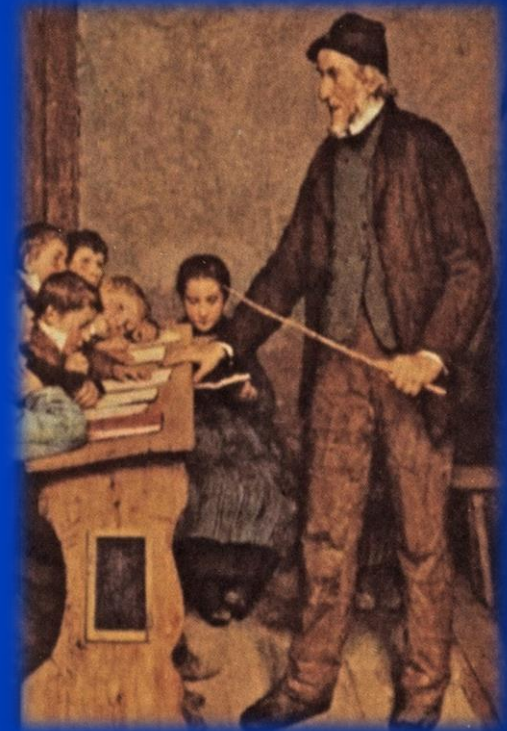
Our schools have been established that in them the youth may learn to obey God and His law, and become fitted for service.

Rules for the conduct of those who attend are necessary, and the students should act in harmony with these regulations. No student should think that because he has been allowed to rule in the home he can rule in the school. Suppose that this were allowed; how could the youth be trained to be missionaries? **Each student entering one of our schools should place himself under discipline.**

Those who refuse to obey the regulations should return to their homes.

LOVE, KINDNESS AND STRICT DISCIPLINE

The teachers are to **bind the students to their hearts by the cords of love and kindness and strict discipline.** Love and kindness are worth nothing unless united with the discipline that God has said should be maintained. Students come to school to be disciplined for service, trained to make the best use of their powers. If on coming they resolve to co-operate with their teachers, their study will be worth much more to them than if they give up to the inclination to be rebellious and lawless.



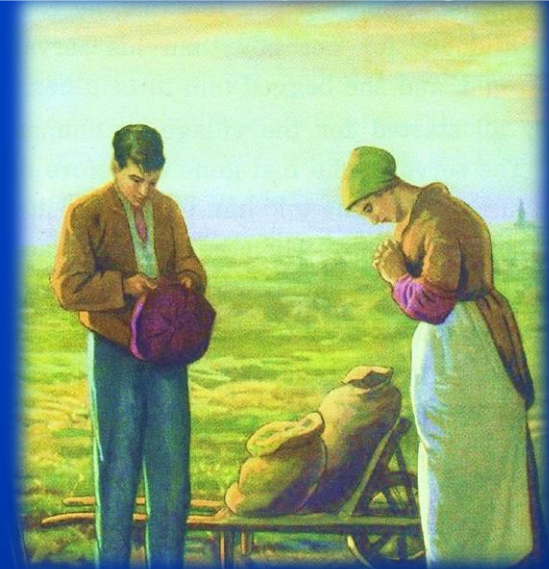
SYMPATHY AND CO-OPERATION

Let them give the teachers their sympathy and co-operation.

Let them take firm hold of the arm of divine power, determining not to turn aside from the path of duty. Let them harness their wrong habits and exert all their influence on the right side. Let them remember that the success of the school depends upon their consecration and sanctification, upon the holy influence they feel bound to exert. Let them set their mark high and be determined to reach it. When asked to go contrary to the rules of the school, let them answer with a decided No.

CHRIST THE MISSIONARY IN CHIEF

Students should have their own seasons of prayer, when they may offer fervent petitions in behalf of the principal and teachers of the school that they may be given physical strength, mental clearness, moral power, spiritual discernment, and be qualified by the grace of Christ to do the work with fidelity and fervent love. They should pray that the teachers may be agents through whom God shall work to make good prevail over evil. Every day the student may exert a silent, prayerful influence, and thus co-operate with Christ, the Missionary in chief.



Counsels to Parents, Teachers, and Students 553.3

PROBLEMS



IT IS COWARDICE

It reveals cowardice to move so slowly and uncertainly in the labor line--that line which will give the very best kind of education. Look at nature. There is room within her vast boundaries for schools to be established where grounds can be cleared and land cultivated. This work is essential to the education most favorable to spiritual advancement; for nature's voice is the voice of Christ, teaching us innumerable lessons of love and power and submission and perseverance. Some do not appreciate the value of agricultural work.

These should not plan for our schools, for they will hold everything from advancing in right lines. In the past their influence has been a hindrance.

SERIOUS TIMES BEFORE US

Serious times are before us, and there is great need for families to get out of the cities into the country, that the truth may be carried into the byways as well as the highways of the earth. Much depends upon laying our plans according to the word of the Lord and with persevering energy carrying them out. More depends upon consecrated activity and perseverance than upon genius and book learning. All the talents and ability given to human agents, if unused, are of little value.



DEUTERONOMY

28:1-14



ADVANCE IN FAITH

God in His providence brought the Hebrews into the mountain fastnesses before the sea, that He might manifest His power in their deliverance and signally humble the pride of their oppressors. He might have saved them in any other way, but He **chose this method in order to test their faith and strengthen their trust in Him.** The people were weary and terrified, yet **if they had held back when Moses bade them advance, God would never have opened the path for them.** It was "*by faith*" that "*they passed through the Red Sea as by dry land.*" Hebrews 11:29. **In marching down to the very water, they showed that they believed the word of God as spoken by Moses. They did all that was in their power to do,** and then the Mighty One of Israel divided the sea to make a path for their feet.



HOPING ALL THINGS, BELIEVING ALL THINGS

The great lesson here taught is for all time. Often the Christian life is beset by dangers, and duty seems hard to perform. The imagination pictures impending ruin before and bondage or death behind. Yet the voice of God speaks clearly, "*Go forward.*" We should obey this command, even though our eyes cannot penetrate the darkness, and we feel the cold waves about our feet. The obstacles that hinder our progress will never disappear before a halting, doubting spirit. Those who defer obedience till every shadow of uncertainty disappears and there remains no risk of failure or defeat, will never obey at all. Unbelief whispers, "*Let us wait till the obstructions are removed, and we can see our way clearly;*" but faith courageously urges an advance, hoping all things, believing all things.

IT IS A SAFE PATH

The cloud that was a wall of darkness to the Egyptians was to the Hebrews a great flood of light, illuminating the whole camp, and shedding brightness upon the path before them. So the dealings of Providence bring to the unbelieving, darkness and despair, while to the trusting soul they are full of light and peace. The path where God leads the way may lie through the desert or the sea, but it is a safe path.



DEUTERONOMY

28:15-68

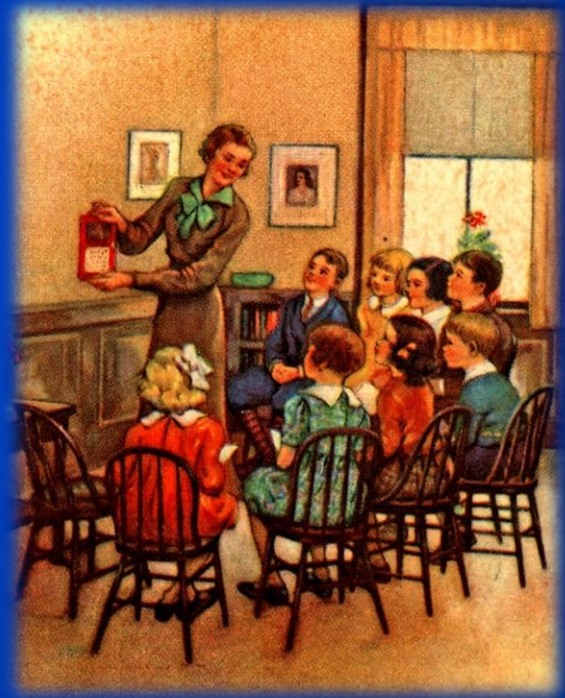


THE SCHOOL AN IMAGE



ESTABLISHED BY THE LORD

The youth are to be encouraged to attend our schools, which should become more and more like the schools of the prophets. Our schools have been established by the Lord; and if they are conducted in harmony with His purpose, the youth sent to them will quickly be prepared to engage in various branches of missionary work. Some will be trained to enter the field as missionary nurses, some as canvassers, some as evangelists, some as teachers, and some as gospel ministers.

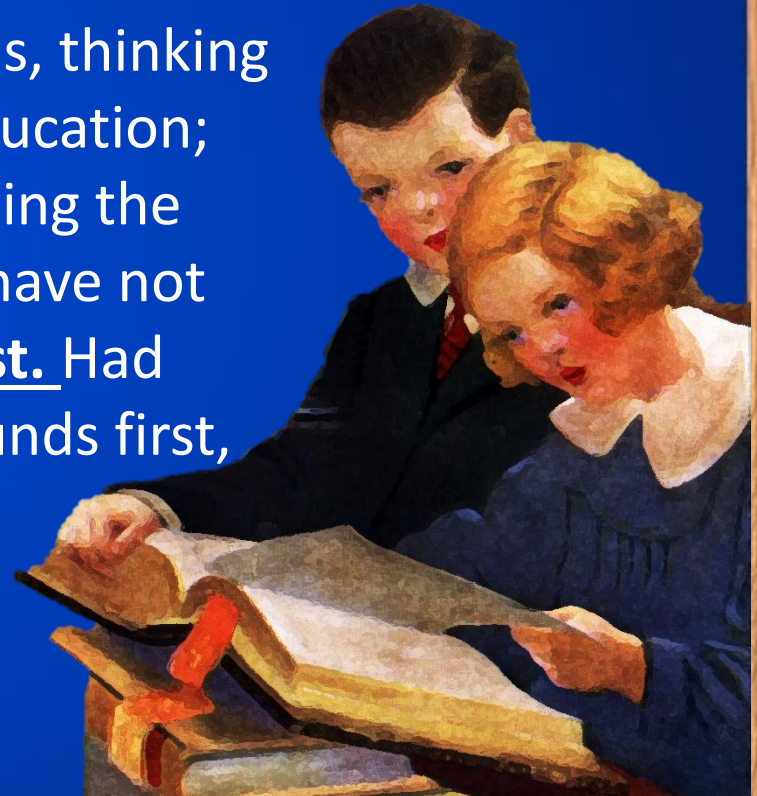


ANCIENT SCHOOLS OF THE PROPHETS

Shall we not be doers of the words of Him who knows all things? Shall we not make the Bible the man of our counsel in the education and training of our youth? The word of God is the foundation of all true knowledge, and Christ teaches what men must do in order to be saved. Hitherto the designs of the enemy have been carried out in bringing before our students such books as have taught specious errors, and presented fables that have tempted their carnal appetites. Shall we bring into our schools the sower of tares? Shall we permit men who are called great, and yet who have been taught by the enemy of all truth, to have the education of our youth? Or shall we take the word of God as our guide, and have our schools conducted more after the order of the ancient schools of the prophets?

LEARN OF CHRIST

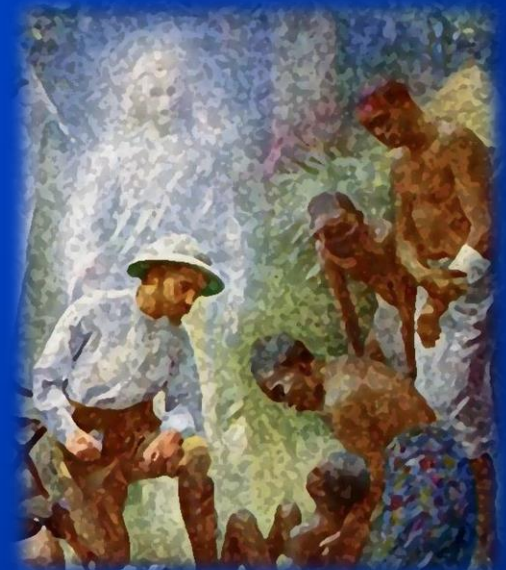
Let the school be conducted along the lines of the ancient schools of the prophets, the word of God lying at the foundation of all the education given. Let not the students attempt to grasp the higher rounds of the ladder first. There are those who have attended other schools, thinking that they could obtain an advanced education; but they have been so intent on reaching the higher rounds of the ladder that they have not been humble enough to learn of Christ. Had they placed their feet on the lower rounds first, they would have made progress, learning more and still more of the Great Teacher.



Counsels to Parents, Teachers, and Students 208.1

IMAGE OF CHRIST

Our schools are to be as the schools of the prophets. In them the truths of the Bible are to be earnestly studied. If rightly brought before the mind and thoughtfully dwelt upon, these truths will give the students a desire for that which is infinitely higher than worldly amusement. **As they draw near to God, becoming partakers of the divine nature,** earthborn amusements will sink into nothingness. The minds of the students will take a higher turn, and beholding the character of Jesus, they will strive to be like Him.



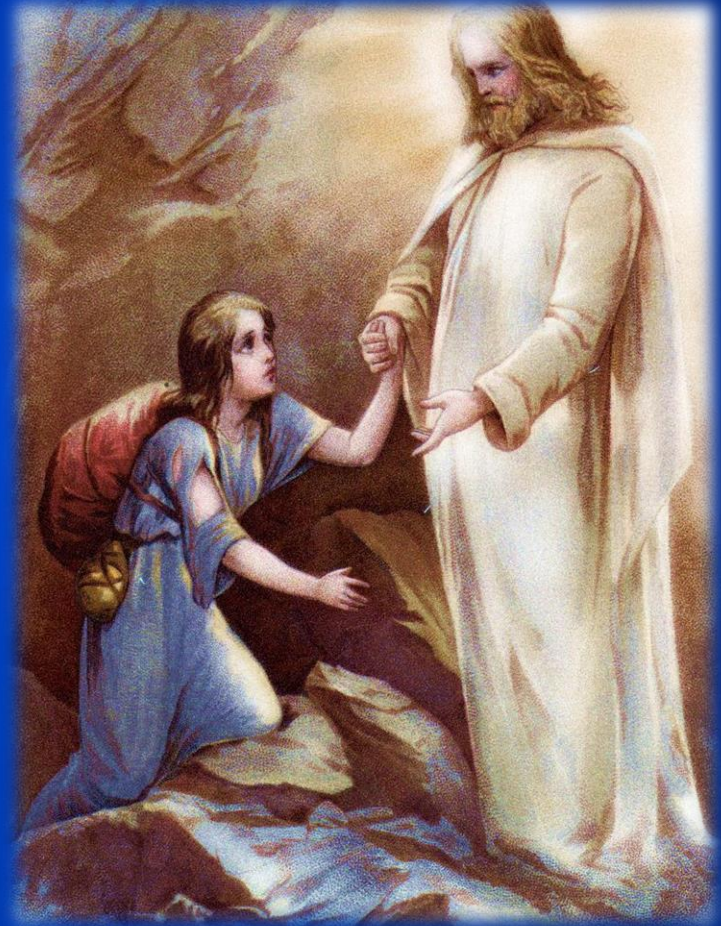
Counsels to Parents, Teachers, and Students 353.2

BIDDINGS ARE ENABLINGS



BIDDINGS ARE ENABLINGS

As the will of man co-operates with the will of God, it becomes omnipotent. Whatever is to be done at His command may be accomplished in His strength. All His biddings are enablings.



GOD OR HUMAN?

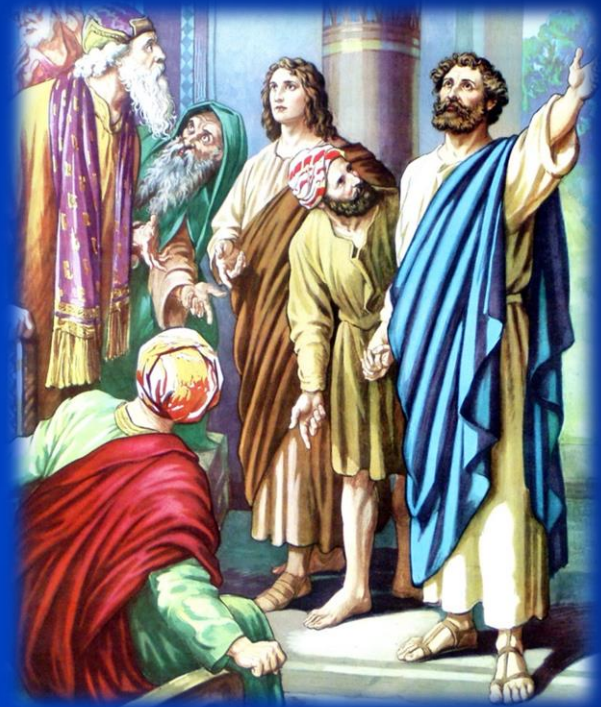
WANTED



**A Man Who Will Stand For The Right
Though The Heavens Fall**

HUMAN LAWS

Then Peter and the *other apostles answered and said, **We ought to obey God rather than men.***



**WHEN THE LAWS OF MAN
CONTRADICT THE LAWS OF GOD**

ACTS 5:29

HUMAN LAWS

We are not to inquire, What is the practice of men? or, What is the custom of the world? We are not to ask, How shall I act in order to have the approval of men? or, What will the world tolerate? The question of intense interest to every soul is, What hath God said? We are to read His Word and obey it, not swerving one jot or tittle from its requirements, but acting irrespective of human traditions and jurisdiction



But the midwives feared God,
and did not as the king of
Egypt commanded them,
but saved the men children
alive.

Exodus 1:17

PRESENT TRUTH MESSAGE



BREAK EVERY YOKE

Before we can carry the message of present truth in all its fulness to other countries, we must first break every yoke. 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.



If Ye Love Me

If a man love me, he will keep my words: and my Father will love him, and we will come unto him, and make our abode with him.



John 14:23