

W. E. Howe?e

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Christian Education

Senior Division, Third Quarter, 1920



Washington Missionary College, Washington, D. C.

THIRTEENTH SABBATH OFFERING

September 25

DENOMINATIONAL TRAINING SCHOOLS

These schools are located in the various provinces of China, Malay-
sia, India, and South America

HELPS

Throughout this quarter's lessons, reference is frequently made to the books "Education" and "Counsels to Teachers, Parents, and Students," both by Mrs. E. G. White. These will be indispensable to you during the study of these excellent lessons, and you will value them highly for your regular reading and study at other times as well.

Education presents the principles of true education—how they may be applied in the experience of the youth, the parent, the teacher, the writer, the tiller of the soil, and the business man. It beautifully outlines God's methods of teaching, drawing lessons from the experiences of Israel, the lives of great men, the teachings of our Saviour, and Bible biographies. The chapter "Business Principles and Methods" is one of the finest presentations of the principles of true business success ever written.

Cloth binding, \$1.25; limp leather, \$2.25.

Counsels to Teachers deals more particularly with "General Principles," "The Aim of Our Schools," "The Home School," "The Church School," "The Teacher and the Work," "Recreation," "Study," and "The Bible in Education." These are some of the chapter headings.

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Lessons Next Quarter

SUBJECT: Bible Studies on Creation.

HELPS: "Patriarchs and Prophets," "Great Controversy," "Ministry of Healing," "Education," "Counsels to Teachers," "Early Writings."

Christian Education

Lesson 1—Education and Life

JULY 3, 1920

Daily Study Outline

1. Why the earth was created	Ques. 1, 2
2. First inhabitants of the earth	Ques. 3-5
3. The trees in the garden	Ques. 6-8
4. Danger of mixing good and evil	Ques. 9-11
5. Life in the Word	Ques. 12, 13
6. Christian education and Christian living	Ques. 14-17
7. Review the lesson.	

Questions

1. Why did the Lord create the earth? Rev. 4: 11.
 2. What shows the Lord's pleasure in His work in each step of creation? Gen. 1: 4, 10, 12, 18, 21, 25, 31; Ex. 31: 17.
 3. For what purpose did God form the earth? Isa. 45: 18; Gen. 1: 28, first part.
 4. Where did He put the man He had formed? Gen. 2: 8.
 5. Who was associated with him in this home? Verses 18, 21, 22.
 6. Mention two properties of the trees that grew in the garden. Verse 9, first part.
 7. What two particular trees are mentioned? Verse 9, last part.
 8. What was the essential difference in partaking of these two trees? Verses 16, 17. *Answer:* Partaking of one would perpetuate life; partaking of the other would bring death.
 9. What subtle danger lies in the pursuit of knowledge? *Answer:* The mixture of good and evil. See Gen. 3: 5.
 10. What is an important means of safety? *Answer:* To come out from among those who pursue mixed knowledge. 2 Cor. 6: 17.
 11. After they ate from the tree of mixed knowledge, why was it necessary to drive the Eden pair from the garden? Gen. 3: 22.
 12. In what essential way did Adam, and do we, still have access to the tree of life? Matt. 4: 4. *Answer:* Through the promises of God.
- "So with all the promises of God's Word. In them He is speaking to us individually, speaking as directly as if we

could listen to His voice. It is in these promises that Christ communicates to us His grace and power. They are leaves from that tree which is 'for the healing of the nations' [Rev. 22: 2].—"Ministry of Healing," page 122.

13. What determines what a man is? Prov. 23: 7.

14. What kind of things should be our study in Christian life and therefore in Christian education? Phil. 4: 8.

15. Is there any real difference between the principles of Christian living and the principles of Christian education?

16. On what basis should our choice in both be made? Deut. 30: 19.

17. What will be the result if we continually choose right in all we read and study as well as in all we do? Verse 20.

Lessons We Can Learn

1. God created this world as an expression of His pleasure—more exactly, His will, though the two are in perfect harmony. Whatever God wills, or whatever is a pleasure to Him, is not only right but greatly to be desired. Some development of the universe was in God's mind when He created the earth, with its inhabitants. In fact, He created it with the very purpose that it should be inhabited. The particular aim in His will and pleasure was the creation of man.

2. Not until everything for man's necessity and pleasure had been prepared was man himself created—with just the one exception that no one of his kind was provided as a companion. The reason for this exception was clearly God's purpose to take the woman out of man, that he might ever regard and treat her as part of himself. God would make sure that man should not only love his neighbor as himself, but in the very nature of things, love his wife as himself.

3. To the pair was given a garden as a home. For them, a home was to be a place where they could live, have occupation, and grow in the knowledge of God—that is, grow more Godlike. In this way would God add to the expression of His glory. "I have created him for My glory." Isa. 43: 7.

4. The trees in the garden had two properties: "pleasant to the sight" and "good for food." Food was a necessity, but the higher nature was also to be cultivated. Beauty and strength are both elements of character. Man was to enjoy both the fruit and the beauty of the tree; for this was closely akin to God's pleasure, and every provision was made for man to be Godlike.

5. Two particular trees were planted in the garden as a test for the fidelity of the creature to his Creator. Man was not to be a mere automaton in relation to his Maker, but

should have opportunity for the exercise of his free will in choosing to be or not to be true to God. The test was made perfectly clear to him. By partaking of the tree of life, he would live; by partaking of the tree of knowledge of good and evil, he would die. Like the angels, he was placed on probation. This test was all the more necessary because rebellion had broken out in heaven, and a rebel leader challenged the justice of God; hence God would not impose His will arbitrarily upon any of His creatures, but give them liberty of choice, with the consequences clearly before them.

6. In the two trees of the garden is symbolized a foundation principle in Christian education: *Choose "life and good"; shun "death and evil."* (Deut. 30: 15.) Reduced to educational practice, this means: Choose studies in which the good is unmixed with evil; shun studies in which there is evil unmixed, or mixed with good. It was not the Creator's purpose that man should obtain *any* knowledge of evil; but by partaking of the forbidden tree, he would gain a knowledge of good *and* evil. In the temptation of Eve, Satan pointed out only the good; but the evil was there. At first, when she partook, Eve felt the thrill of only the good; but almost immediately the terrible reality of the evil settled down upon her. Good is open and easy to identify; evil is hidden, subtle, and deceptive.

7. CONCLUSION: (a) In God's original plan, there was no separation between education and life. They were inseparable. The very purpose of forming man in the image of God, of giving him life, of clothing him with Godlike powers, and of placing him in a perfect environment, was that his powers might constantly unfold in Godlikeness. This *is* education, it is true education, it is Christian education. Education is the *business* of life. The business of true education in this present life is to prepare ourselves and others for the life which is to come.

(b) The best way to enrich life in the school of to-day, and cause it to unfold in harmony with God's plan, is to study only things of the following order: whatsoever things are *true*, are *honest*, are *just*, are *pure*, are *lovely*, are of *good report*; then "*think on these things.*" Phil. 4: 8.

"Every member of the church a member of the Sabbath school, and every member of the Sabbath school a member of the Lord's family."

Lesson 2—The Eden School

JULY 10, 1920

Daily Study Outline

1. God's estimate of His created works	Ques. 1-3
2. Man in the image of God	Ques. 4-7
3. Provision for man's education	Ques. 8
4. Means of instructing man	Ques. 9-13
5. Eden school a model	Ques. 14
6. Not too late to follow this model	Ques. 15, 16
7. Review the lesson.	

Questions

1. By what means did God create the earth? Ps. 33: 6, 9.
2. Mention some examples of creation by His word. Gen. 1: 3, 6, 9, 11, 14, 20, 24.
3. What did God say about the creation of man? Verse 26, first part.
4. What image did man originally bear? Verse 27; 1 Cor. 11: 7. "When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker."—"Education," page 15.
5. What was God's purpose concerning this "image and glory"? *Answer*: "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."—"Education," page 15.
6. Where else was found a similar glory? Ps. 19: 1, 2; Hab. 3: 3.
7. How did the Lord commune with Adam and Eve? Gen. 2: 16; 3: 8 onward.
8. In school terms, how may it be said that God provided for education at the beginning? *Answer*: "The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students."—"Education," page 20.
9. What was the first reading lesson of which we have record? Gen. 2: 19, 20.
10. In a similar way, how did Adam discern the thought of God when his "helpmeet" was brought to him? Verse 23; Gen. 3: 20.
11. In general, how did Adam and Eve read the thought of God? *Answer*: "In their original perfection, all created things were an expression of the thought of God. To Adam and Eve in their Eden home, nature was full of the knowl-

edge of God, teeming with divine instruction. Wisdom spoke to the eye, and was received into the heart; for they communed with God in His created works."—*Christ's Object Lessons,* page 18.

12. In what two ways did God evidently instruct the dwellers in Eden? *Answer:* By His word and through His works.

13. By what further means did they gain practical knowledge? Gen. 2: 5, last part, and verse 15.

14. In God's purpose, what was the Garden of Eden to be? *Answer:* "The Garden of Eden was a representation of what God desired the whole earth to become, and it was His purpose that, as the human family increased in numbers, they should establish other homes and schools like the one He had given. Thus in course of time the whole earth might be occupied with homes and schools where the words and the works of God should be studied, and where the students should thus be fitted more and more fully to reflect, throughout endless ages, the light of the knowledge of His glory."—*Education,* page 22.

15. Is it too late now to apply the principles of the Eden plan of education? *Answer:* "God's Word must be made the groundwork and subject matter of education."—*Counsels to Teachers,* page 16. "As soon as the holy pair transgressed the law of the Most High, the brightness from the face of God departed from the face of nature. The earth is now marred and defiled by sin. Yet even in its blighted state, much that is beautiful remains. God's object lessons are not obliterated; rightly understood, nature speaks of her Creator."—*Christ's Object Lessons,* page 18. "Time is too short now to accomplish that which might have been done in past generations. But even in these last days we can do much to correct the existing evils in the education of youth. And because time is short, we should be in earnest, and work zealously to give the young an education consistent with our faith."—*Testimonies for the Church,* volume 6, pages 179, 180.

16. On what promise of the Lord may we still depend? Ps. 32: 8.

Lessons We Can Learn

1. God's Word is His principal means of revealing His will and doing His work. It was the agency used in creation;

and in its written form, it is the most profitable for study in all literature.

2. God's works are another means of expressing His thought, of revealing Himself,—His wisdom, His might, and His love. "While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance."—"*Special Testimonies on Education*," page 58.

3. The holy pair were created in the image of God—in physical, mental, and spiritual likeness to Him, clothed in the garments of His glory. This image was to be more fully revealed as time went on.

4. In Eden, God and the angels instructed and communed with Adam and Eve by word of mouth, face to face; but the Eden pair learned of God through His works also. "The book of nature, which spread its living lessons before them, afforded an exhaustless source of instruction and delight.



SCHOOL, SOONAN, KOREA

On every leaf of the forest and stone of the mountains, in every shining star, in earth and sea and sky, God's name was written. With both the animate and the inanimate creation,—with leaf and flower and tree, and with every living creature, from the leviathan of the waters to the mote in the sunbeam,—the dwellers in Eden held converse, gathering from each the secrets of its life. God's glory in the heavens, the innumerable worlds in their orderly revolutions, 'the balancings of the clouds,' the mysteries of light and sound, of day and night,—all were objects of study by the pupils of earth's first school."—"*Education*," page 21.

5. The Garden of Eden was a perfect expression of God's ideal for the Christian home and school. Education was not separated from the home, nor from the daily work, but was the whole aim of existence, bound up intimately with every activity of life itself.

Lesson 3—Education and Redemption

JULY 17, 1920

Daily Study Outline

1. Result of mingling good and evil	Ques. 1, 2
2. Results of confusing good with evil	Ques. 3-7
3. Adam's hope after sinning	Ques. 8, 9
4. The earthy and the heavenly image	Ques. 10-12
5. Means of changing the image	Ques. 13, 14
6. Common purpose of education and redemption	Ques. 15, 16
7. Review the lesson.	

Questions

1. What did God tell our first parents would be the result if they partook of the forbidden tree? Gen. 2: 17.

2. What would eating of this fruit add to the knowledge of the transgressors? *Answer:* The knowledge of evil.

3. How did the tempter subtly confuse good and evil in his statement to Eve? Gen. 3: 5.

4. How did Eve confuse good and evil in her view of the matter? Verse 6.

5. What evils resulted immediately from this confusion and the consequent transgression? Verses 7-13.

6. What results of sin did God predict for the future? Verses 16-19.

7. Why was it necessary to drive Adam and Eve from the garden? Verses 22, 23.

8. Though now under sentence of death through sin, what hope was held out to them in Christ when the curse was pronounced on Satan? Verse 15.

9. What promise is made to every sinner? 1 Cor. 15: 22.

10. In whose image was Adam created? Gen. 1: 27.

11. What image do all sinners bear? 1 Cor. 15: 49, first part.

12. When made alive in Christ, what image shall we bear? Verse 49, last part.

13. Through what means is this change in image brought about? Gal. 2: 20; 3: 13; 2 Cor. 3: 18.

14. What, then, is the object of redemption? *Answer:* To restore in man the image of God that he lost by sin.

15. What is the true object of Christian education? *Answer:* "The true object of education is to restore the image of God in the soul."—"Patriarchs and Prophets," page 595.

16. What, then, is the relation of Christian education to redemption?

Lessons We Can Learn

1. God's original purpose for man was that he should have knowledge of only the good. As his knowledge of good, of God, should increase, he would grow more Godlike in character.

2. By partaking of the forbidden tree—forbidden so as to prevent the learning of evil—man added the knowledge of evil to his knowledge of good.

3. Henceforth it was easy to confuse good and evil. In fact, Eve was enticed to a knowledge of evil by what she mistook for good, and Adam joined her in transgression because of a mistaken view of the highest good—he would rather die in transgression with Eve than live in righteousness without her.

4. The fruits of evil followed immediately upon the knowledge of evil: sense of guilt and shame, laying blame for wrongdoing upon others, insinuation that even God was to blame, loss of access to the tree of life, exile from their happy home.

5. Though it was necessary to pronounce judgment on the sinner, God mingled that judgment with mercy in the promise of a Redeemer to restore the lost estate.

6. The object of redemption is to renew in man the image of God in which he was created. The object of Christian education is identical with that of redemption: "To restore the image of God in the soul."

7. CONCLUSION: "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.'"—*"Education," page 30.*

"One dollar now is of more value to the work than ten dollars will be at some future period."

Sabbath school lessons are published in the following named languages: Bohemian-Slovak, Danish-Norwegian, German, French, Hungarian, Icelandic, Italian, Mexican, Polish, Roumanian, Russian, Serbian, Slovakian, and Swedish.

Concerning these, write to the Pacific Press Publishing Association, Brookfield, Ill.

"This gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come."

Lesson 4—Education in the Home

JULY 24, 1920

Daily Study Outline

1. Education in the Eden home	Ques. 1, 2
2. Sons of God and sons of men	Ques. 3-7
3. Parental obligation	Ques. 8, 9
4. Examples of home education	Ques. 10-13
5. Time to begin Christian education	Ques. 14, 15
6. Promise to parents	Ques. 16, 17
7. Review the lesson.	

Questions

- Where did our first parents have a home? Gen. 2: 8, 15, 18.
- Who visited and instructed them from time to time? Gen. 3: 8. "The holy pair were not only children under the fatherly care of God, but students receiving instruction from the all-wise Creator. They were visited by angels, and were granted communion with their Maker, with no obscuring veil between."—*"Patriarchs and Prophets," page 50.*
- After Eden, what indicates a turning of sinners to God? Gen. 4: 26, margin.
- By what name did they call themselves? Gen. 6: 2, first phrase.
- Who are in reality sons of God? John 1: 12.
- By what do the sons of God live? Matt. 4: 4.
- Where should the Word of the Lord be cherished? Deut. 6: 6; Ps. 119: 11.
- What obligation is laid upon parents? Deut. 6: 7; 4: 9, 10.
- What example of parental faithfulness is mentioned in the Old Testament? Gen. 18: 19.
- Who was the "fruitful bough" among Jacob's twelve sons? Gen. 49: 22. (Joseph dwelt in his father's tent till seventeen years of age [Gen. 37: 2], and was doubtless the most carefully taught of his children.)
- What proved an anchor to Moses when he was tempted with worldly honors? *Answer:* It was doubtless the faithful teaching by his mother during the first twelve years of his childhood. See Ex. 2: 1-10.
- What enabled Daniel to prove loyal to God amid the temptations and luxuries of the Babylonian court? *Answer:* His early education in Judea. See Dan. 1: 3, 4.

13. Give a New Testament example of the influence of a Christian home on the young. 2 Tim. 1: 5.

14. To what is Timothy's success as a minister of God attributed? 2 Tim. 3: 15.

15. What is every youth commended to do? Eccl. 12: 1.

16. What assurance is given to parents on the result of faithfully training their children? Prov. 22: 6.

17. What pictures of the Christian home does the psalmist give? Ps. 128: 1-4; 144: 12.

Lessons We Can Learn

1. In their Eden home, our first parents were taught directly by teachers from heaven. "In His interest for His children, our heavenly Father personally directed their education. Often they were visited by His messengers, the holy angels, and from them received counsel and instruction. Often as they walked in the garden in the cool of the day they heard the voice of God, and face to face held communion with the Eternal."—*"Education," page 21.*

2. After the fall, people were of two classes: sons of God and sons of men, according to their acceptance or rejection of the plan of redemption. A true son of God is one who accepts Christ and lives by the Word of God.

3. In the home, parents are enjoined to teach the Word of God "diligently" to their children morning and evening, all through the day, and every day.

4. Abraham is commended for his faithfulness in maintaining an altar of worship, and teaching his children and household to the number of a thousand souls. Its influence extended in a marked way over three generations following.

5. Joseph's remarkable record of integrity and ability was owing largely to his early teaching in his father's tent. While he was on his way to Egypt to be sold as a slave, "his thoughts turned to his father's God. In his childhood he had been taught to love and fear Him. Often in his father's tent he had listened to the story of the vision that Jacob saw as he fled from his home an exile and a fugitive. He had been told of the Lord's promises to Jacob, and how they had been fulfilled,—how, in the hour of need, the angels of God had come to instruct, comfort, and protect him. And he had learned of the love of God in providing for men a Redeemer. Now all these precious lessons came vividly before him. Joseph believed that the God of his fathers would be his God. He then and there gave himself fully to the Lord, and he prayed that the Keeper of Israel would be with him in the land of his exile. His soul thrilled with the high resolve

to prove himself true to God,—under all circumstances to act as became a subject of the King of heaven. He would serve the Lord with undivided heart; he would meet the trials of his lot with fortitude, and perform every duty with fidelity.”—*“Patriarchs and Prophets,”* pages 213, 214.

6. After Moses had been given into his mother's hands by Pharaoh's daughter to be nurtured, “she faithfully improved her opportunity to educate her child for God. She felt confident that he had been preserved for some great work, and she knew that he must soon be given up to his royal mother, to be surrounded with influences that would tend to lead him away from God. All this rendered her more diligent and careful in his instruction than in that of her other children. She endeavored to imbue his mind with the fear of God and the love of truth and justice, and earnestly prayed that he might be preserved from every corrupting influence. She showed him the folly and sin of idolatry, and early taught him to bow down and pray to the living God, who alone could hear him and help him in every emergency.

“She kept the boy as long as she could, but was obliged to give him up when he was about twelve years old. From his humble cabin home he was taken to the royal palace, to the daughter of Pharaoh, ‘and he became her son.’ Yet even here he did not lose the impressions received in childhood. The lessons learned at his mother's side could not be forgotten. They were a shield from the pride, the infidelity, and the vice that flourished amid the splendor of the court.”—*Id.*, pages 243, 244.

7. Daniel's fidelity to God in a heathen court, is traceable to the influences that molded his character in his Judean home. “Joseph and Daniel proved themselves true to the principles of their early training. . . . The same mighty truths that were revealed through these men, God desires to reveal through the youth and the children of to-day.”—*“Education,”* pages 56, 57.

8. “Unfeigned faith” on the part of the grandmother and the mother may pass on to the son also, as it did to Timothy, because of his knowing the Scriptures from his childhood.

9. Let every youth remember his Creator while he is yet young, and let every parent train up each child in the way he should go.

10. Christian education in the home is the foundation of the integrity and usefulness of son or daughter wherever the providence of God may lead.

“Lift up your eyes, and look on the fields; for they are white already to harvest.”

Lesson 5—Schools of the Prophets

JULY 31, 1920

Daily Study Outline

1. What is a prophet?	Ques. 1
2. Samuel as a prophet	Ques. 2, 3
3. Spiritual decline in Israel	Ques. 4, 5
4. Cause of this decline	Ques. 6-10
5. Schools of the prophets a remedy	Ques. 11-17
6. How these schools were conducted	Ques. 18-21
7. Review the lesson.	

Questions

1. What is a prophet? 1 Sam. 9: 9. A "seer" is a see-er, one who, by spiritual endowment, sees deeply into things past or things present or things future. A "prophet," a later name for "seer," is a for-speaker, a mouthpiece of God. See Amos 7: 12.

2. Who was called in his childhood to become a prophet? 1 Sam. 3: 2-4, 20.

3. What part did his mother have in his consecration to the Lord? 1 Sam. 1: 20, 27, 28.

4. What was the spiritual situation in Israel at that time? 1 Sam. 3: 1; 2: 12, 17; 3: 12, 13; 4: 21, 22.

5. What was one of the chief causes of this spiritual decline? 1 Sam. 3: 12, 13. *Answer:* Unfaithfulness of parents in the instruction and discipline of their children.

6. What special command had been given to parents just before Israel entered Canaan? Deut. 11: 18-21.

7. What was the result of disregarding this command? *Answer:* "Through unfaithfulness in the home, and idolatrous influences without, many of the Hebrew youth received an education differing widely from that which God had planned for them. They learned the ways of the heathen."—"Education," pages 45, 46.

8. Where did Samuel live? 1 Sam. 7: 17.

9. Where was the ark of the Lord? Verses 1, 2.

10. What did Samuel teach the people? With what result? Verses 3, 4.

11. What further provision was made for instruction? *Answer:* "Further provision was made for the instruction of the young, by the establishment of the schools of the prophets."—"Patriarchs and Prophets," page 593.

12. Where were these schools located? *Answer:* "In Samuel's day there were two of these schools,—one at Ramah, the home of the prophet, and the other at Kirjath-jearim, where the ark then was. Others were established in later times."—*Ib.*

13. Who attended these schools? *Answer:* "If a youth desired to search deeper into the truths of the Word of God, and to seek wisdom from above, that he might become a teacher in Israel, these schools were open to him."—*Ib.*

14. What were these students called? *Answer:* "Samuel gathered companies of young men who were pious, intelligent, and studious. These were called the sons of the prophets."—*Ib.* See also 2 Kings 2: 3, 5, 7, 15.

15. Who were the instructors in these schools? *Answer:* "The instructors were men not only well versed in divine truth, but those who had themselves enjoyed communion with God, and had received the special endowment of His Spirit."—*Ib.*

16. What were the chief subjects of study? *Answer:* "The chief subjects of study in these schools were the law of God, with the instructions given to Moses, sacred history, sacred music, and poetry."—*Ib.*

17. What was the grand object of all study? *Answer:* "In those schools of the olden time it was the grand object of all study to learn the will of God, and man's duty toward Him."—*Ib.*

18. How did the students and many of the teachers support themselves? *Answer:* "The pupils of these schools sustained themselves by their own labor in tilling the soil, or in some mechanical employment. . . . Many also of the teachers supported themselves by manual labor."—"Education," page 47.

19. What was the spiritual tone of these schools? *Answer:* "A spirit of devotion was cherished. Not only were students taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit. Sanctified intellects brought forth from the treasure house of God, things new and old, and the Spirit of God was manifested in prophecy and sacred song."—"Patriarchs and Prophets," page 594.

20. What is the true object of education? *Answer*: "The true object of education is to restore the image of God in the soul."—*Id.*, page 595.

21. What were the results of the work done in the schools of the prophets? *Answer*: "These schools proved to be one of the means most effective in promoting that righteousness which 'exalteth a nation.' In no small degree they aided in laying the foundation of that marvelous prosperity which distinguished the reigns of David and Solomon."—"Education," pages 47, 48.

Lessons We Can Learn

1. A seer is one who sees deeply into the things of God, past, present, and future.

2. A prophet is one who speaks for God, in reference to things past, present, or future.

3. In the fuller sense, a prophet is divinely appointed to his work. In a modified sense, a prophet is divinely called to do the work of teaching. See "Education," page 46.

4. What any one can do for God depends much upon the kind of education he receives in childhood and youth.

5. Parents have the usefulness and destiny of their children largely in their own hands.

6. The great danger of youth is that they will "learn the ways of the heathen" instead of the ways of God.

7. In addition to a Christian home, the greatest safeguard for our children is to send them to a school whose avowed object is to "restore the image of God in the soul."

Lesson 6—Results of True Education in Israel

AUGUST 7, 1920

Daily Study Outline

- | | |
|---|--------------------|
| 1. Re-education of Israel after leaving Egypt | Ques. 1, 2 |
| 2. Education of Moses as leader | Ques. 3-6 |
| 3. Secret of Joseph's power | Ques. 7-9 |
| 4. The testimony of David | Ques. 10-13 |
| 5. Education of Solomon | Ques. 14-17 |
| 6. Kind of education for the young | Ques. 18-20 |
| 7. Review the lesson. | |

Questions

1. After the deliverance of Israel from Egypt, by what primary means did God purpose to educate them away from

the corruption of their bondage, to a new spiritual life? Ex. 25: 8.

2. What ideals of character would His presence among them reveal? Ex. 34: 6.

3. What was the attitude of Moses, the leader of Israel, toward God's purpose? Verses 8, 9.

4. What other means did God use to educate both the people and their children? Deut. 11: 18-21.

5. What opportunity had Moses himself had to be taught in this way? Ex. 2: 5-10. "Only twelve years did he [Moses] spend with his Hebrew kindred; but during these years was laid the foundation of his greatness; it was laid by the hand of one little known to fame. . . . Those principles of truth that were the burden of his mother's teaching and the lesson of her life, no after influence could induce Moses to renounce."—*"Education," page 61.* (Read "Patriarchs and Prophets," pages 243, 244.)

6. What was the result at a critical hour in his later life? Heb. 11: 24-26.

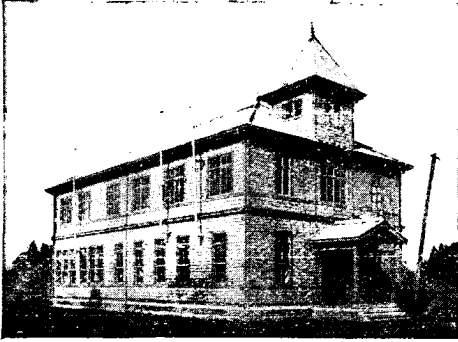
7. How was Joseph taught in his youth? Gen. 37: 1-3. "In his childhood, Joseph had been taught the love and fear of God. Often in his father's tent, under the Syrian stars, he had been told the story of the night vision at Bethel, of the ladder from heaven to earth, and the descending and ascending angels, and of Him who from the throne above revealed Himself to Jacob. He had been told the story of the conflict beside the Jabbok, when, renouncing cherished sins, Jacob stood conqueror, and received the title of a prince with God.

"A shepherd boy, tending his father's flocks, Joseph's pure and simple life had favored the development of both physical and mental power. By communion with God through nature and the study of the great truths handed down as a sacred trust from father to son, he had gained strength of mind, and firmness of principle."—*"Education," page 52.*

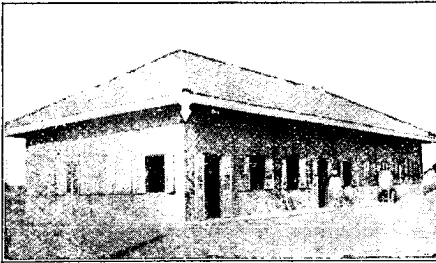
(Read "Patriarchs and Prophets," page 213, last paragraph and one following.)

8. How did Joseph's acquaintance with God become apparent in the house of Potiphar? In prison? Gen. 39: 2-6, 20-23.

9. How did God use Joseph as a blessing to Egypt and to the house of Jacob? *Answer:* Call up the leading events in the life of Joseph as prime minister of Egypt, and read his own interpretation of his sojourn in Egypt, in Gen. 50: 18-20.



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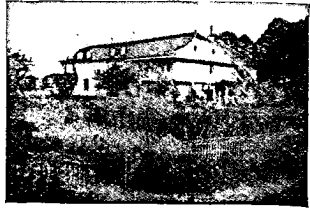
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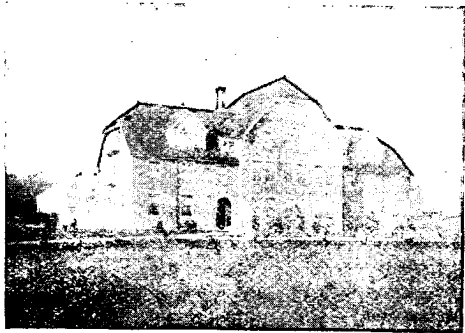
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Diamante, Argentine



Weyburn,
England



School at Watford, England

10. How does David testify he was taught from his youth? Ps. 71: 5, 17.

11. Under what environment did David grow up? 1 Sam. 16: 11. (Read "Patriarchs and Prophets," pages 643, 644.)

12. What testimony did the Lord bear concerning David? Acts 13: 22.

13. What was the result of David's being taught of God from his youth, according to his own "last words"? 2 Sam. 23: 1-5, R. V.

14. What charge did David give to Solomon just before his death? 1 Kings 2: 1-3.

15. What did Solomon as a young man treasure above all else? 1 Kings 3: 5-14, especially verse 9.

16. What great work for God crowned Solomon's reign? 1 Kings 8: 13, 20.

17. To what glory had the kingdom of David been elevated in Solomon's reign? 2 Chron. 9: 1, 5-8, 22, 23.

18. What does Solomon declare to be the key to wisdom and understanding? Prov. 9: 10.

19. In what way, according to Solomon, can the young obtain understanding and knowledge? Prov. 2: 1-6. Memorize this passage.

20. What result is assured to those who thus strive after true knowledge? Verses 9-12.

Lessons We Can Learn

1. The dwelling of God in the heart is the first essential to true education.

2. Keeping the Word of God in the mind, by every device possible, is another great essential.

3. Teaching the things of God diligently from childhood is the best assurance that crises in later life will be successfully met.

4. As the basis for Moses' great choice between the throne of earth's mightiest kingdom and suffering affliction with the people of God was laid in the first twelve years of his life, by his faithful mother-teacher, so should every parent see that his children are kept under Christian instruction during these vital, formative years.

5. As Joseph, listening in his father's tent to the rehearsal of God's dealings with His people, developed such confidence in God, by the time he was seventeen, that he passed the terrible test of being sold into slavery and thrown into prison unjustly in a strange and heathen land, so may our sons and

daughters be established in faith if they have been diligently taught of God from childhood.

6. As David learned of God in the simple surroundings of pastoral life in his boyhood, and as he used his wonderful skill in music and poetry to give expression to the melody in his soul as he caught new glimpses of God, so may every youth learn of God, and devote his talent to the honor of God, if he is kept under environment and instruction of the right kind.

7. As Solomon, by the time he was twenty, had the discernment to choose an understanding heart above all that wealth, power, and honor offered him, so may our maturing youth come out of our homes and schools, by the same age, with their choice fixed upon the wisdom and knowledge which Solomon commends, if they are led by their parents and teachers to cry out for and seek after the knowledge that "passeth understanding."

Lesson 7—The Education of Jesus

AUGUST 14, 1920

Daily Study Outline

- | | |
|---|--------------|
| 1. Why and how Jesus came to earth | Ques. 1-4 |
| 2. Jesus' development as a child | Ques. 5-8 |
| 3. Educational environment of Jesus | Ques. 9-12 |
| 4. Effect of Jesus' contact with others | Ques. 13-16 |
| 5. Source of what Jesus learned and taught | Ques. 17, 18 |
| 6. The knowledge Jesus' followers should seek | Ques. 19, 20 |
| 7. Review the lesson. | |

Questions

- For what purpose did Jesus come into the world? Matt. 1: 21; John 10: 10; Isa. 61: 1-3.
- In what way did He come? John 1: 14.
- Why did Jesus come in the way He did? Rom. 8: 3; Gal. 3: 13; Heb. 2: 9, 10.
- In what spirit did Jesus take up the work He came to do? John 5: 30, 31; 8: 28, 54.
- What is the first record we have of Jesus' development as a child? Luke 2: 40.
- At what age did He first say He was about His Father's business? Verses 42, 49.
- What is said further of Jesus' development after this? Verse 52.
- In what directions did He develop? *Answer:* In wis-

dom—mentally; in stature—physically; in favor with God—spiritually; in favor with man—socially.

9. In what kind of place was He born? Verse 7.

10. In what kind of place did He live? John 1: 46.

11. What was His occupation? Mark 6: 3.

12. How did He relate Himself to His earthly parents? Luke 2: 51.

13. What impression did Jesus make in His first interview with learned men, when only twelve years old? Verses 46, 47.

14. How did He impress officers of the law who sought to arrest Him? John 7: 46.

15. What effect did His communion with two of the disciples have upon them? Luke 24: 32.

16. Did Jesus attend the schools of His day? John 7: 15.

17. What was the source of what He taught? John 8: 28; 12: 49. "Of Myself" means "*from* Myself as a source," the same as when Jesus says, "The Son can do nothing of *Himself*."

18. What did John the beloved disciple, in after years, say he himself taught? 1 John 1: 1, 3.

19. Wherein does the wisdom of the world fail? 1 Cor. 1: 21.

20. After what knowledge should every follower of Jesus especially seek? Jer. 9: 23, 24.

Lessons We Can Learn

1. Jesus had a special and important work to do.

2. As He was to work for humanity, He came in the form of humanity, identified Himself with humanity, and gave Himself up to saving humanity.

3. He was born in poverty, lived in a place of no repute, was subject to human parents.

4. As a child, He developed in the various ways other children do—physically, mentally, spiritually, socially.

5. When about His Father's business, He astonished the learned doctors of law with His understanding and answers at twelve years of age, amazed and unnerved officers of the law with what He said, caused the hearts of disciples to burn within them while He communed with them.

6. Jesus never attended any of the schools of the time, yet He was a master in letters, powerful in speech, a marvel in reaching the heart.

7. As the world by wisdom knows not God, we are not to glory in any wisdom, might, or learning of this world, but rather glory in understanding and knowing God.

Lesson 8—The School of Christ

AUGUST 21, 1920

Daily Study Outline

1. The Teacher sent from God	Ques. 1-4
2. Where Jesus' teaching was done	Ques. 5
3. Kind of men Jesus called and taught	Ques. 6, 7
4. Jesus' methods of teaching	Ques. 8-10
5. Jesus' love for His disciples	Ques. 11-13
6. Preparation of the disciples for service	Ques. 14-16
7. Review the lesson.	

Questions

1. What was one capacity in which Jesus came to earth? John 3: 2.
2. Who sent Him into the world? John 17: 18, first part.
3. What may He therefore be properly called? *Answer:* A Teacher sent from God.
4. How is Jesus' work on earth frequently characterized? Matt. 4: 23; 9: 35; 11: 1. The term "teach" alone is used of His work more than thirty times in the four Gospels, besides His being called by terms equivalent to "teacher" more than fifty times.
5. Where was His teaching largely done? Matt. 5: 1; 13: 1; Luke 5: 3; 6: 17; 7: 36; 9: 10; 10: 38; 14: 1; 20: 1; John 10: 23. Jesus taught much out of doors, amid scenes of nature, but also in the homes of the people, and wherever the people resorted.
6. Whom did He specially call as learners, or disciples? John 1: 43; Matt. 4: 18-22. Others were called, making twelve in all.
7. What kind of men were they? Matt. 4: 18; 9: 9. "Jesus chose unlearned fishermen because they had not been schooled in the traditions and erroneous customs of their time. They were men of native ability, and they were humble and teachable."—*"The Desire of Ages," page 250.*
8. In what ways did Jesus teach? Matt. 5: 2 (by word of mouth); 9: 35 (by observation); 13: 3 (in parables); John 13: 15 (by example); Matt. 16: 13; John 21: 15 and onward (by questioning); Matt. 16: 23 (by rebuke); John 14: 1-3 (by comfort and assurance).
9. How did He train the disciples in service? Matt. 14: 19; 10: 5, 6, 16; Luke 10: 1.

10. What success did Jesus have in teaching His disciples? John 17: 12.

11. How much did Jesus love His disciples? John 15: 9.

12. How did He show the extent of His love? John 10: 11, 15.

13. How did He commend His love to the disciples? John 15: 13.

14. For what great work had Jesus been preparing His disciples? John 20: 21.

15. What special endowment did He give them? Verse 22.

16. What is the record of the apostles and others after the ascension and Pentecost? Acts 8: 4.

Lessons We Can Learn

1. Jesus came into the world as a teacher sent from God.

2. He chose men of humble occupation, native ability, and teachable spirit, to be His disciples, and kept them in training for about three and a half years, preparing them to carry on the work He began.

3. These disciples had not been schooled in the traditions and customs of their time, and were "men whom He could educate for His work."—*"The Desire of Ages,"* page 250.

4. He taught them pure truth by precept, by parable, by observation, by example, and by experience in service under His guidance.

5. He loved them fervently in spite of their faults and errors, even to the point of laying down His life for them.

6. He appointed them His successors in the work of the gospel.

7. They received the Holy Spirit, and went everywhere preaching the Word.

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Lesson 9—The School of the Apostles

AUGUST 28, 1920

Daily Study Outline

1. Commissioning of the apostles	Ques. 1-4
2. Witnessing for Christ	Ques. 5-7
3. Changes wrought in Peter under Christ	Ques. 8, 9
4. The transformation of John and Philip	Ques. 10-12
5. The education of Paul	Ques. 13-19
6. Discipline in the school of Christ	Ques. 20
7. Review the lesson.	

Questions

1. What special appointment, after His resurrection, did Jesus make with the disciples? Matt. 26: 32; 28: 7, 16.

2. At this appointed meeting, what commission did Jesus give His disciples? Matt. 28: 18-20; Mark 16: 15.

3. What were the disciples called after this? Acts 1: 2.

4. What further instruction did the apostles have from the great Teacher after the resurrection? Verse 3.

5. What command did Jesus give the apostles pertaining to the final act in their preparation as witnesses for Him? Verse 4.

6. After receiving the promise, where were they to be witnesses? Verse 8.

7. How did the work of the apostles in "the field" confirm the efficiency of their education in the school of Christ? Mark 16: 20; Acts 2: 41-43, 46, 47.

8. What wonderful change had been wrought in Peter? Matt. 4: 18, 19; Acts 1: 15; 2: 14, 37-40.

9. Point out two steps in the fulfillment of Jesus' promise to Peter at his call. Matt. 4: 19; Luke 5: 4-10; Acts 2: 41.

10. What marked change had John undergone? Mark 3: 17. "Evil temper, revenge, the spirit of criticism, were all in the beloved disciple. He was proud, and ambitious to be the first in the kingdom of God."—"The Desire of Ages," page 295. See John 21: 20-24; Rev. 1: 1, 9, 10.

11. Note the change in Philip. John 6: 5, 7; 14: 8, 9. He was "slow of heart, and inclined to doubt."—"The Desire of Ages," page 296. See Acts 8: 26-40; 21: 8, 9.

12. Who was last to be called as an apostle? Acts 9: 15; 22: 21; 1 Cor. 1: 1; 15: 8.

13. What had been Paul's education? Acts 22: 3; 5: 34.

14. What was the effect of this education? Acts 26: 4, 5.

15. After Paul's conversion, how did he prepare himself for entering upon the work of his calling? Gal. 1:15-18.

16. How did Paul esteem himself and his labor? 1 Cor. 15:9, 10.

17. Upon what did he depend for success as a minister? Eph. 3:7, 8.

18. What kept Paul from self-exaltation? 2 Cor. 12:7.

19. How did he relate himself to this infirmity? Verses 8, 9.

20. Under what discipline in the school of Christ may all workers be strong? Verse 10.

Lessons We Can Learn

1. The worker for God must have "many infallible proofs" that Jesus ever lives to make intercession for him, and will be with him always in all his labor.

2. He must receive "the power of the Holy Ghost coming upon him." Acts 1:8, margin.

3. He is then ready to be a witness of Jesus "unto the uttermost part of the earth."

4. His work in the field will confirm the efficiency of his preparation in the school of Christ.

5. The marvelous changes wrought in the lives of Peter, John, and Philip, are examples of what learning in the school of the apostles taught by Jesus, accomplished, and of what can be accomplished now if the principles of Christian education are faithfully carried out.

6. Though sincere in it all himself, Paul was wrongly educated, and consequently became a persecutor of the true people of God.

7. When Christ was revealed to Paul, he immediately began to preach Jesus, till his life was imperiled. Then he went into solitude "to be alone with God, to search his own heart, to deepen his repentance, and to prepare himself by prayer and study to engage in a work which appeared to him too great and too important for him to undertake."—*"Life of Paul," page 33.*

8. Paul esteemed himself the least of the apostles, and unfit to be an apostle, because of sin; but he became chief of the apostles, by the grace of God, and by rejoicing in the infirmity which kept him from self-exaltation, that the power of Christ might rest upon him.

9. Sitting at the feet of the greatest teachers of the day, even professed religious teachers, will not of itself fit young men and women for fruitful Christian service. There are some who may even array them against the true cause of God.

10. The sure way is to sit at the feet of the Master Teacher, learning in the school of Christ, as His disciples, receiving the Holy Spirit, as His apostles, then go forth everywhere preaching the Word.

Lesson 10—The School in the Advent Movement

SEPTEMBER 4, 1920

Daily Study Outline

1. Jesus' love for His work	Ques. 1-3
2. The teaching and works of Jesus	Ques. 4, 5
3. The Holy Spirit as teacher	Ques. 6-11
4. Preparation for the second advent	Ques. 12, 13
5. Kind of workmen needed	Ques. 14-18
6. Personal preparation of the worker	Ques. 19, 20
7. Review the lesson.	

Questions

1. How is the work of Jesus while on earth characterized?
Acts 1: 1.

2. What did Jesus say it was His daily food to do?
John 4: 34.

3. How did Jesus express the intimate association of the Father and Himself in all His work? John 5: 17, 19. Literally these verses read: "My Father is working up till the present moment and I am working. . . . The Son is not able to be doing anything of Himself but what He sees the Father doing; for whatsoever things He may be doing, these also the Son is likewise doing."

4. What does Jesus say of His teaching? John 8: 28, last part; 14: 10, 24; 17: 8.

5. What kind of works is the believer to do? John 14: 12.

6. Who succeeds Jesus as teacher? Verse 26, first part.

7. What does the Holy Spirit teach? Verse 26, last part; John 16: 13.

8. Whom does the Holy Spirit teach? Same verses; John 20: 21, 22. (In a special sense, the Spirit teaches those who are sent.)

9. Whom are the sent ones—the missionaries—to teach? Matt. 28: 19, 20.

10. How long is their teaching to continue? Verse 20, last part.

11. What takes place at the end of the world? John 14: 2, 3; Acts 1: 11.

12. What work must be done to prepare for the second advent? Matt. 24: 14; Rev. 14: 6-14.

13. What people are to do this work? Rev. 14: 12; 12: 17; 19: 10.

14. What kind of workmen should the remnant people study to be? 2 Tim. 2: 15.

15. What are they commanded to teach and to preach? Deut. 6: 6-9; 2 Tim. 4: 1, 2.

16. What then must be their chief study, in school and out?

17. What is the Word able to do in the personal life? Ps. 119: 11, 105, 140; 2 Tim. 3: 15.

18. What is the Holy Scripture able to do for the gospel worker? 2 Tim. 3: 16, 17.

19. What personal work must every man do before he can become a vessel meet for the Master's use? 2 Tim. 2: 20, 21.

20. What part may the Christian school act in the advent movement, to hasten the finishing of the work?

Lessons We Can Learn

1. As Jesus' work was both to do and to teach, so are we to do what we teach, practice what we preach, that we may teach through doing, and preach through practicing. Living like this is more to be esteemed than necessary food. Job 23: 12.

2. I can do all things in Him that strengthens me—the Father working hitherto and I working.

3. Jesus promised to send the Holy Spirit as His personal representative, to teach us all things and to guide us into all truth; but He ordained that we receive the Holy Spirit, and that He teach through us. On this condition, Jesus sends us into all the world to teach all nations and preach the gospel to every creature.

4. Jesus through Paul bids us study to become workmen that need not be ashamed, vessels unto honor, meet for the Master's use, thoroughly furnished unto every good work.

5. The Scriptures must be our chief study, in school and out; for they are able to make us wise unto our own salvation and unto the salvation of others.

6. The Christian school is one of the chief agencies to save our children from the world, and to furnish the advent movement with laborers for the finishing of the work.

“Pray ye therefore the Lord of the harvest, that He will send forth laborers into His harvest.”

Lesson 11—The Christian School of To-Day

SEPTEMBER 11, 1920

Daily Study Outline.

- | | |
|--|-------------|
| 1. True basis of wisdom and knowledge | Ques. 1-4 |
| 2. Responsibility for teaching the young | Ques. 5, 6 |
| 3. Training of teachers and workers | Ques. 7, 8 |
| 4. Conditions in society and the schools | Ques. 9-11 |
| 5. Warnings against false teachings | Ques. 12-16 |
| 6. Kinds of teaching needed by young men and women | Ques. 17-19 |
| 7. Review the lesson. | |

Questions

- Where do true wisdom and knowledge begin? Ps. 111: 10; Prov. 1: 7.
- What is the fear of the Lord? Prov. 8: 13.
- What is the true basis of understanding? Prov. 9: 10, last part; Job 28: 28.
- How do wisdom and understanding grow? Deut. 4: 5, 6; Eph. 4: 15; 1 Cor. 1: 30.
- How early in life should the Word of the Lord be taught? 2 Tim. 3: 15; Ps. 71: 17.
- What is the responsibility of parents and teachers of the young in this respect? Deut. 4: 9, 10.
- What scripture expresses the great need to-day for training of teachers? 2 Tim. 2: 2.
- What scriptures suggest the importance of Bible study in training schools for gospel workers? Verse 15; 2 Tim. 3: 16, 17.
- What conditions in society in the last days emphasize the necessity of schools that teach pure truth? 2 Tim. 3: 1-5, 7; 4: 3, 4.
- Against what kind of teaching are we warned? 1 Tim. 1: 3-7; 2 Tim. 2: 23; Titus 3: 9.
- Of what three types of subtle and insidious teaching must we beware, especially in the schools of to-day? Col. 2: 8.
- Through Paul's instruction to Timothy, against what attractive kind of teaching are young men of to-day warned? 1 Tim. 6: 20.
- Why is Paul so earnest about the matter? Verse 21.
- To what should every young man and woman hold fast? Titus 1: 9, first part.
- Why is it important to do this? Verse 9, last part, and verse 10.

16. What is the only safe thing to study and teach? Titus 2: 1.

17. What kind of teaching do young women need? Verses 4, 5.

18. What are young men exhorted to be and do? Verses 6-8.

19. What should be the great central theme of the teaching in the Christian school of to-day? Verses 11-14.

Lessons We Can Learn

1. Departing from evil is the beginning of wisdom and true knowledge.

2. Knowledge of the holy is the basis for understanding.

3. Wisdom and understanding grow when the truth is kept and taught in love. "Thy Word is truth."



SCHOOL, SHANGHAI, CHINA

4. The Scriptures should be taught diligently and daily by parents and by teachers of children.

5. One large function of the school is to educate "faithful men who shall be able to teach others also."

6. The Christian schools of to-day should so teach that they may furnish men of God for all kinds of good works.

7. Conditions in society and in the popular schools call loudly for a type of school that teaches pure truth—not fables, not traditions of men, not rudiments of the world, not philosophy and vain deceit, not science falsely so-called; for all these cause many to err from the faith.

8. Young men and women should be so taught that they hold fast to sound doctrine, that they may be sober, chaste, sincere, sound in speech, denying ungodliness and worldly lusts, looking for the blessed hope and the glorious appearing of our Lord and Saviour Jesus Christ.

Lesson 12—The School of the Hereafter

SEPTEMBER 18, 1920

Daily Study Outline

1. Marring the image of God in man	Ques. 1-3
2. Christ's part and ours in the restoration	Ques. 4-6
3. Education a part of the process	Ques. 7, 8
4. Keeping our eyes on the true aims	Ques. 9-12
5. Reward of living and laboring for Christ	Ques. 13-17
6. Gathering knowledge in the ages to come	Ques. 18-20
7. Review the lesson.	

Questions

1. How was man created in the beginning in his relationship to God? Gen. 5:1; 9:6; 1 Cor. 11:7.

2. How did he lose this image of glory? Rom. 3:23; 5:12.

3. In what way did Christ come to the rescue of the sinner? Rom. 5:8.

4. What is our part in the restoration to life and glory? Rom. 6:4-8.

5. What is Christ's relation to the Father? Heb. 1:3, first part, A. R. V.

6. How is our transformation into the glorious image of God accomplished? 2 Cor. 3:18. The expression "from glory to glory" indicates a progressive change into the image of God. This suggests an educational process. As the glory of God shines forth in the study of His Word, His works, and His ways, the student, by continued beholding, is changed into the same image, reflecting the glory of his Maker, as did Moses, by intimate and prolonged communion with God.

7. How is the true educational process defined in the Scriptures? 2 Cor. 4:16.

Literally: "The inward man is being renewed day by day." "The object of true education is to restore the image of God in the soul."—*Mrs. E. G. White.*

8. What will this daily process in education work out for us? Verse 17.

9. On what must we keep our eyes? Why? Verse 18.

10. What objective aim in education for service should we keep in view? John 4:34, 35.

11. For what should we especially pray and educate our youth? Matt. 9:37, 38.

SABBATH SCHOOL LESSON QUARTERLY

12. As we study to live and labor for Christ, what hope is held out before us? Titus 2: 13.

13. What reward will Christ bring with Him? Matt. 16: 27.

14. Can any man imagine the richness of the reward to the faithful? 1 Cor. 2: 9.

15. What are some of the things that we know? 1 John 3: 2; 2 Tim. 4: 8; Rev. 21: 4; 22: 1-5; Isa. 35: 1, 2, 5-10.

16. What will be the occupation of the people in Eden restored? Isa. 65: 17, 21, 22; 66: 22, 23.

17. What will perpetuate life and increase knowledge? Rev. 2: 7; 22: 2.

18. What scriptures show that the gathering of knowledge will continue throughout the ages to come? Eph. 1: 17, 18; 2: 6, 7.

19. What will be the measure of that accumulating knowledge? Eph. 3: 17-19.

20. To whom will the redeemed give all the glory as the ages roll on? Verses 20, 21.

Lessons We Can Learn

1. Man was created in the image and likeness of God. He was clothed in the glory of God.

2. Man lost the glory of this image by sinning and coming short of the glory of God. He was left naked, ashamed, and lost.

3. Christ came to man's rescue by giving His own glorious life as a substitute, and lifted man up to sit with Him in heavenly places. Man's part is to die with Him, and rise with Him to walk in newness of life.

4. Christ is the raying-forth of His Father's glory. By beholding Him, we become changed into His likeness from glory to glory. We see the glory of God revealed as we study His Word, His works, and His ways. These should be the chief studies in our preparation school here on earth.

5. As we discover the love, wisdom, and power of God, and study and meditate upon these, their glory is reflected in our lives, and we long to go forth and reveal them to the children of men sitting in darkness. We look on the field, and offer ourselves as laborers to reap the ripening harvest, and thus to hasten the coming of the Lord of the harvest.

6. When He comes, He bestows the reward of the faithful—far beyond anything we can now comprehend.

7. The riches of God's grace and the glories of Eden restored will be the science and the song and the study of the redeemed through the ages as they roll ceaselessly on.

Lesson 13—The Review

SEPTEMBER 25, 1920

EDUCATION AND LIFE—Lesson 1

Education is bound up with the life itself. Man was created upright—like God. He was left free to choose good or evil. As he chose, he was, he lived.

THE EDEN SCHOOL—Lesson 2

The Eden plan was education by living. What man saw, what he ate, what he did, what he heard, what he thought, what he was taught, were all a part of his education, all designed to make him more Godlike.

EDUCATION AND REDEMPTION—Lesson 3

Re-education is the same as redemption. Man chose evil. He was turned out of the Eden school to die. Jesus promised His life for man's. Man must learn his way back to God's favor by a new and living way.

EDUCATION IN THE HOME—Lesson 4

Home is the first and best school. So it proved with Joseph, and Moses, and Samuel, and Daniel, and Timothy.

SCHOOLS OF THE PROPHETS—Lesson 5

Schools of the prophets were a supplement to the home. They were taught by men of learning and piety. The students were intelligent, pious, and industrious. The studies were Bible, sacred history, sacred music, and poetry.

Teachers and students worked with their hands.

The students became teachers of others.

RESULTS OF TRUE EDUCATION IN ISRAEL—Lesson 6

Moses and Joseph were products of true education in the home.

David and Solomon, specially taught at home, and by the Lord Himself, raised Israel to the greatest height of glory.

THE EDUCATION OF JESUS—Lesson 7

Jesus was taught by His mother, by the Scriptures, by nature, by the Father. He never went to schools of the day, but He spoke and taught as never man did.

THE SCHOOL OF CHRIST—Lesson 8

The disciples were taught in the school of Christ. They were untaught at school, but were teachable, and so were transformed in character and ability from fishers of fish to fishers of men.

THE SCHOOL OF THE APOSTLES—Lesson 9

The school of the apostles was a graduate school. Men who had been in the school of Christ for three years, went on learning under the teaching of the Holy Spirit. Paul came in late, but by special revelation and zeal, became chief of the apostles.

THE SCHOOL IN THE ADVENT MOVEMENT—Lesson 10

This school is to prepare workmen that need not be ashamed, who are to teach and preach the Word, which is able to make men wise unto salvation, and prepare them to meet their God.

THE CHRISTIAN SCHOOL OF TO-DAY—Lesson 11

Its characteristics:

The fear of the Lord is to pervade its work.

The Scriptures are to be taught from childhood.

Parents and teachers are to unite their efforts.

Teachers are to be developed.

All kinds of workers are to be trained.

Sound doctrine is to be taught.

Philosophy and vain deceit, traditions of men, rudiments of the world, science falsely so called, are all to be kept out. Young men and women must be taught to be sober, chaste, sound of speech, denying worldly lusts, looking for the blessed hope.

THE SCHOOL OF THE HEREAFTER—Lesson 12

To make sure of the school of the hereafter for us, Christ gave His life for the sinner, lived thirty-three years as a man among men, trained His successors on the earth, went back to heaven, will come again, take His children, and place them in the school of the hereafter, where the science and song of the redeemed will be their study and their joy through endless ages.

Questions

1. With what is education bound up?
How was man created?
What freedom of choice did he have?
How did his choice affect his life?
2. What was the Eden plan of education?
What entered into this education?
What was its design?
3. Compare re-education with redemption.
How must man learn his way back to God?
4. What is the first and best school?
Give examples.
5. What was brought in to supplement the home?
What kind of men were the teachers?
What kind were the students?
What were the studies?
Who did the manual labor?
What did the students become?
6. Mention some of the results of true education.
7. How was Jesus taught?
How did Jesus teach?
8. In what school were the disciples taught?
What spirit did they have?
What change was wrought in them?
9. In what kind of school did the apostles learn?
Who was their teacher?
How did Paul become the chief apostle?
10. What kind of workmen does the advent movement need?
What should they teach and preach?
What is the Word able to do?
11. What should pervade the school of to-day?
When should the teaching of the Scriptures begin?
Who should unite in teaching them?
What kinds of workers should be trained?
What kind of doctrine should be taught?
What kinds of teaching should be kept out?
What traits should be developed in young men and women?
12. Tell what Christ did to make the school of the hereafter
sure for us.
What will be our study and joy through the ages to come?

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