

**SABBATH BIBLE LESSONS**  
Senior Division



**Educating the**  
*Last Generation*

Vol. 95, No. 3

**July–September, 2019**

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

**Illustrations:** Sermon View on the front cover, and Dreamstime on p. 25, 72; Google Maps on pp. 4, 51, 72.

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# Foreword

The subject of Christian education has been examined at least six times in the nearly 100 years of publication of the *Sabbath Bible Lessons*. Students and teachers may find interest in the online publication archives where these lessons can still be studied, from the years 1946, 1952, 1969, 1986, 1990, and 2008.

This lesson does not seek to cover the same ground as lessons studied in the past. Instead, it seeks to capture the essence of education as it relates to the times in which we live today, leading up to the completion of the work of preaching the gospel in all the world.

Generations have come and gone since the day when Jesus gave the promise, “And if I go and prepare a place for you, I will come again, and receive you unto myself; that where I am, there ye may be also” (John 14:3). The work of sharing the gospel and preparing for the return of Jesus has been going forward. One day He will finally return, and the generation alive at His coming will be the last.

Since the beginning of the Advent movement it has been the hope of believers that they would be among the “last generation.” Yet the Lord has tarried still. It is evident that there remains a work to be done, both within the church and outside of it. For, “when the fruit is brought forth, immediately he putteth in the sickle, because the harvest is come” (Mark 4:29). “When the character of Christ shall be perfectly reproduced in His people, then He will come to claim them as His own” (*Christ’s Object Lessons*, p. 69).

True education is defined as “the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (*Education*, p. 13). Certainly, because this preparation is yet to be completed within all of us, it should be our earnest study to understand true education.

Over a century ago, this solemn challenge was given to the church: “Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God” (*The Christian Educator*, August 1, 1897).

May we today heed the challenge, answer the call, and complete the work of education in the last generation.

*The General Conference Sabbath School Department*

## First Sabbath Offering for a Health Center in Ukraine

Ukraine is a country in Eastern Europe, bordered by Russia, Belarus, Poland, Slovakia, Hungary, Romania, Moldova, and the Black Sea and Sea of Azov to the south and southeast, respectively. Excluding Crimea, Ukraine has a population of 42.5 million. The dominant religions are Eastern Orthodoxy and Greek Catholicism. Its capital and largest city is Kiev.



The message of Reformation began here in the 1940s. In different places of this region, Seventh Day Adventist Reformers by their words and their life testified of the light of the third angel's message. Such was the work during the communist regime. In 1990, during the dissolution of the USSR, Ukraine received freedom. We built churches and opened the work in new places.

Today, however, people have become careless to religious things. The truth is not as popular as it once was and the previous methods of presenting it are now not as effective. But there is one way that will always find an opening—the medical missionary work. The Pen of Inspiration writes: “[God] designs that the medical missionary work shall prepare the way for the presentation of the saving truth for this time, the proclamation of the third angel's message.” “Our sanitariums are to be an instrumentality for reaching the people” (*Testimonies*, vol. 6, pp. 293, 225).

With disease and suffering multiplying in the world, the need for medical missionary work is greater than ever. To meet this need, we took steps in 2014 to establish a health treatment center. With the help of God, we bought a piece of land in the Transcarpathian Region. The property is situated near the town of Khust in a very beautiful, picturesque place, with thermal springs very close by. There is also an unfinished building on the property. However, to complete the project, we need more funds. The financial situation in our country is difficult. Many of our brethren must travel to other countries to earn a living. For this reason, we are appealing to all our brothers and sisters around the world to help us with finances to complete this project. In this way souls in need of treatment may be helped and the way prepared for the sharing of the gospel message. May God bless every giver.

*Your brethren and sisters in Christ from Ukraine*

# “Go . . . Teach”

“But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth” (Acts 1:8).

“So mightily can God work when men give themselves up to the control of His Spirit.”—*The Acts of the Apostles*, p. 49.

**Suggested Reading:** *The Acts of the Apostles*, pp. 25–34.

*Sunday*

*June 30*

## 1. TEACH ALL NATIONS

- a. What commission did Jesus give to His followers? Matthew 28:19, 20.

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“The gospel commission is the great missionary charter of Christ’s kingdom. The disciples were to work earnestly for souls, giving to all the invitation of mercy. They were not to wait for the people to come to them; they were to go to the people with their message.”—*The Acts of the Apostles*, p. 28.

- b. How would their work progress, and how far would it extend? Acts 1:8.

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“Although My people would not come to Me that they might have life, although priests and rulers have done unto Me as they listed, although they have rejected Me, they shall have still another opportunity of accepting the Son of God. You have seen that all who come to Me confessing their sins, I freely receive. Him that cometh to Me I will in no wise cast out. To you, My disciples, I commit this message of mercy. It is to be given to both Jews and Gentiles—to Israel, first, and then to all nations, tongues, and peoples. All who believe are to be gathered into one church.”—*Ibid.*, pp. 27, 28.

## 2. SLOW TO LEARN

- a. How were the disciples often distracted as Jesus tried to forewarn them of His arrest and crucifixion? Mark 9:31–34; Luke 22:21–24.
- 

“On the journey through Galilee, Christ had again tried to prepare the minds of His disciples for the scenes before Him. He told them that He was to go up to Jerusalem to be put to death and to rise again. And He added the strange and solemn announcement that He was to be betrayed into the hands of His enemies. The disciples did not even now comprehend His words. Although the shadow of a great sorrow fell upon them, a spirit of rivalry found a place in their hearts. They disputed among themselves which should be accounted greatest in the kingdom. This strife they thought to conceal from Jesus, and they did not, as usual, press close to His side, but loitered behind, so that He was in advance of them as they entered Capernaum. Jesus read their thoughts, and He longed to counsel and instruct them. But for this He awaited a quiet hour, when their hearts should be open to receive His words.”—*The Desire of Ages*, p. 432.

“The disciples clung to their favorite idea that Christ would assert His power, and take His position on the throne of David. And in heart each still longed for the highest place in the kingdom. They had placed their own estimate upon themselves and upon one another, and, instead of regarding their brethren as more worthy, they had placed themselves first.”—*Ibid.*, pp. 643, 644.

- b. How did these things take them by surprise? Luke 24:13–22.
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“Strange that the disciples did not remember Christ’s words, and realize that He had foretold the events which had come to pass! They did not realize that the last part of His disclosure would be just as verily fulfilled as the first part, that the third day He would rise again. This was the part they should have remembered. The priests and rulers did not forget this. On the day ‘that followed the day of the preparation, the chief priests and Pharisees came together unto Pilate, saying, Sir, we remember that that deceiver said, while He was yet alive, After three days I will rise again.’ Matthew 27:62, 63. But the disciples did not remember these words.”—*Ibid.*, p. 796.

### 3. ANOTHER TEACHER PROMISED

a. How would Jesus continue to teach the disciples after His ascension? John 16:12, 13.

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b. How does the Spirit teach and correct us? John 16:8.

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“The preaching of the word is of no avail without the presence and aid of the Holy Spirit; for this Spirit is the only effectual teacher of divine truth. Only when the truth is accompanied to the heart by the Spirit, will it quicken the conscience or transform the life. A minister may be able to present the letter of the word of God; he may be familiar with all its commands and promises; but his sowing of the gospel seed will not be successful unless this seed is quickened into life by the dew of heaven. Without the cooperation of the Spirit of God, no amount of education, no advantages, however great, can make one a channel of light. Before one book of the New Testament had been written, before one gospel sermon had been preached after Christ’s ascension, the Holy Spirit came upon the praying disciples. Then the testimony of their enemies was, ‘Ye have filled Jerusalem with your doctrine.’”—*Gospel Workers*, p. 284.

c. What special gift does God give the remnant? Revelation 12:17; 19:10. Where do we find this gift at work today?

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“I took the precious Bible and surrounded it with the several *Testimonies for the Church*, given for the people of God. Here, said I, the cases of nearly all are met. The sins they are to shun are pointed out. . . . But there are not many of you that really know what is contained in the *Testimonies*. You are not familiar with the Scriptures. If you had made God’s word your study, with a desire to reach the Bible standard and attain to Christian perfection, you would not have needed the *Testimonies*. It is because you have neglected to acquaint yourselves with God’s inspired Book that He has sought to reach you by simple, direct testimonies, calling your attention to the words of inspiration which you had neglected to obey, and urging you to fashion your lives in accordance with its pure and elevated teachings.”—*Testimonies*, vol. 2, p. 605.

#### 4. THE SPIRIT GIVEN

##### a. How was the promise of the Spirit repeated? Acts 1:4–9.

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“Jesus had opened before His disciples a vast tract of truth. But it was most difficult for them to keep His lessons distinct from the traditions and maxims of the scribes and Pharisees. . . . Earthly ideas, temporal things, still had a large place in their thoughts. They did not understand the spiritual nature of Christ’s kingdom, though He had so often explained it to them. Their minds had become confused. They did not comprehend the value of the scriptures Christ presented. Many of His lessons seemed almost lost upon them. Jesus saw that they did not lay hold of the real meaning of His words. He compassionately promised that the Holy Spirit should recall these sayings to their minds. And He had left unsaid many things that could not be comprehended by the disciples. These also would be opened to them by the Spirit. The Spirit was to quicken their understanding, that they might have an appreciation of heavenly things.”—*The Desire of Ages*, pp. 670, 671.

##### b. What happened when the promise was fulfilled? Acts 2:1–4.

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“Under the influence of this heavenly illumination the scriptures that Christ had explained to the disciples stood out before them with the luster of perfect truth. The veil that had prevented them from seeing to the end of that which had been abolished, was now removed, and they comprehended with perfect clearness the object of Christ’s mission and the nature of His kingdom. They could speak with power of the Saviour; and as they unfolded to their hearers the plan of salvation, many were convicted and convinced.”—*The Acts of the Apostles*, p. 44.

“What was the result of the outpouring of the Spirit on the Day of Pentecost? The glad tidings of a risen Saviour were carried to the uttermost parts of the inhabited world. As the disciples proclaimed the message of redeeming grace, hearts yielded to the power of this message. . . . Every Christian saw in his brother a revelation of divine love and benevolence. One interest prevailed; one subject of emulation swallowed up all others. The ambition of the believers was to reveal the likeness of Christ’s character and to labor for the enlargement of His kingdom.”—*Ibid.*, p. 48.



**5. TO ALL THE WORLD**

- a. How were some early believers gently rebuked for their failure to advance in knowledge? Hebrews 5:12.
- 

“Many who ought to be teachers, have hardly learned the alphabet of the Christian life. They need constantly that one teach them. They do not grow in holiness, in faith, in hope, in joy, in gratitude. Christ opened the way, at an infinite cost, that we might live a Christian life. . . . It was by faith in Christ that the great apostle maintained the consistency and beauty of his course. He suffered opposition, insult, persecution, imprisonment, with a firmness and meekness which none but Christ could impart. Our obligations are no less than were his. Our privileges are great, our opportunities abundant. Great light is shining upon us, but it will become darkness to those who refuse to follow its guidance.”—*The Review and Herald*, May 30, 1882.

- b. What work is still to be done, and how? Matthew 24:14.
- 

“The Spirit of the Almighty is moving upon men’s hearts, and those who respond to its influence become witnesses for God and His truth. In many places consecrated men and women may be seen communicating to others the light that has made plain to them the way of salvation through Christ. And as they continue to let their light shine, as did those who were baptized with the Spirit on the Day of Pentecost, they receive more and still more of the Spirit’s power. Thus the earth is to be lightened with the glory of God.”—*The Acts of the Apostles*, p. 54.

**PERSONAL REVIEW QUESTIONS**

1. How does the Great Commission challenge me today?
2. Why were the disciples taken by surprise by Jesus’ arrest and crucifixion?
3. What is the role of the Holy Spirit in education?
4. How were the early Christians changed by the outpouring of the Spirit?
5. What education is needed by the world prior to the Second Coming?

# Principles of Education

“The fear of the LORD is the beginning of wisdom: a good understanding have all they that do his commandments: his praise endureth for ever” (Psalm 111:10).

“The object for which you are obtaining an education should not be lost sight of for a moment. It should be to so develop and direct your faculties that you may be more useful and bless others to the extent of your ability.”—*Testimonies*, vol. 3, pp. 223, 224.

**Suggested Reading:** *Education*, pp. 13–19.

*Sunday*

July 7

## 1. THE SOURCE OF WISDOM AND KNOWLEDGE

a. Where is true wisdom found? Proverbs 9:10; Colossians 2:2, 3.

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“As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world’s great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world.”—*Education*, p. 14.

b. How does the Lord impart His wisdom to mortals? Proverbs 2:6; Psalm 32:8.

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“Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate.”—*Ibid.*

## 2. GOD'S IDEAL

- a. How do God's ways compare to our ways? Isaiah 55:8, 9. How is this reflected in God's ideal for us in education?
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"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursuit 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."—*Education*, p. 13.

- b. Therefore, what is the goal of true education? Ephesians 3:14–19.
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"Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge. But his efforts will be directed to objects as much higher than mere selfish and temporal interests as the heavens are higher than the earth."—*Ibid.*, pp. 18, 19.

- c. For what should we be aiming? Jeremiah 9:23, 24.
- 

"The education and training of the youth is an important and solemn work. The great object to be secured should be the proper development of character, that the individual may be fitted rightly to discharge the duties of the present life and to enter at last upon the future, immortal life. Eternity will reveal the manner in which the work has been performed. If ministers and teachers could have a full sense of their responsibility, we should see a different state of things in the world today. But they are too narrow in their views and purposes. They do not realize the importance of their work or its results."—*Testimonies*, vol. 4, p. 418.

### 3. CONNECTION WITH GOD

#### a. How was man created? Genesis 1:27. With what potential?

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“‘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. . . . Had he remained loyal to God, all this would have been his forever. Throughout eternal ages he would have continued to gain new treasures of knowledge, to discover fresh springs of happiness, and to obtain clearer and yet clearer conceptions of the wisdom, the power, and the love of God. More and more fully would he have fulfilled the object of his creation, more and more fully have reflected the Creator’s glory.

“But by disobedience this was forfeited. 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. 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.”—*Education*, pp. 15, 16.

#### b. What desire should fill every heart? Psalm 86:11.

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“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. . . . 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. . . .

“Such an education provides more than mental discipline; it provides more than physical training. It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. It fortifies the mind against evil. . . . As the perfection of His character is dwelt upon, the mind is renewed, and the soul is re-created in the image of God.”—*Ibid.*, pp. 17, 18.

#### 4. SERVICE TO OTHERS

a. When we know God, what do we experience? 1 John 4:16, 19.

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“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.”—*Education*, p. 16.

“In the heart renewed by divine grace, love is the principle of action. It modifies the character, governs the impulses, controls the passions, subdues enmity, and ennobles the affections. This love, cherished in the soul, sweetens the life and sheds a refining influence on all around.”—*Steps to Christ*, p. 59.

b. How does God’s love influence our relationships with others? John 13:34.

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“The same interest and tenderness and long-suffering that [Jesus] has manifested toward us, we are to manifest toward others. ‘As I have loved you,’ He says, ‘that ye also love one another.’ John 13:34. If Christ dwells in us, we shall reveal His unselfish love toward all with whom we have to do. As we see men and women in need of sympathy and help, we shall not ask, ‘Are they worthy?’ but ‘How can I benefit them?’”—*The Ministry of Healing*, p. 162.

“Satan has used the most ingenious methods to weave his plans and principles into the systems of education, and thus gain a strong hold on the minds of the children and youth. It is the work of the true educator to thwart his devices. We are under solemn, sacred covenant to God to bring up our children for Him and not for the world; to teach them not to put their hands into the hand of the world, but to love and fear God, and to keep His commandments. They should be impressed with the thought that they are formed in the image of their Creator and that Christ is the pattern after which they are to be fashioned. Most earnest attention must be given to the education which will impart a knowledge of salvation, and will conform the life and character to the divine similitude.”—*Testimonies*, vol. 6, p. 127.

**5. A COMPLETE EDUCATIONAL PLAN**

a. What does the plan of God entail? 1 Thessalonians 5:23.

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b. How does Jesus' childhood illustrate this completeness? Luke 2:51, 52.

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c. How can we have success in education? Romans 12:1, 2.

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"All the varied capabilities that men possess—of mind and soul and body—are given them by God, to be so employed as to reach the highest possible degree of excellence. But this cannot be a selfish and exclusive culture; for the character of God, whose likeness we are to receive, is benevolence and love. Every faculty, every attribute, with which the Creator has endowed us is to be employed for His glory and for the uplifting of our fellow men. And in this employment is found its purest, noblest, and happiest exercise.

"Were this principle given the attention which its importance demands, there would be a radical change in some of the current methods of education. . . . The student would seek the development of God's gifts in himself, not to excel others, but to fulfill the purpose of the Creator and to receive His likeness."—*Patriarchs and Prophets*, p. 595.

"He who created man has provided for his development in body and mind and soul. Hence, real success in education depends upon the fidelity with which men carry out the Creator's plan."—*Ibid.*

**PERSONAL REVIEW QUESTIONS**

1. Where can we find the source of wisdom?
2. What is the purpose of true education?
3. What work is to be done within each believer?
4. How does education teach us to serve others?
5. What parts of our being are included in a complete education?

# The Original Pattern for Education

“And the Lord God took the man, and put him into the garden of Eden to dress it and to keep it” (Genesis 2:15).

“The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime. As an illustration of its principles a model school was established in Eden, the home of our first parents. 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*, p. 20.

**Suggested Reading:** *Education*, pp. 20–22.

*Sunday*

July 14

## 1. A HOME

- a. What was the arrangement of the first home and family? Genesis 2:8; 1:28.

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“The home of our first parents was to be a pattern for other homes as their children should go forth to occupy the earth. That home, beautified by the hand of God Himself, was not a gorgeous palace. Men, in their pride, delight in magnificent and costly edifices and glory in the works of their own hands; but God placed Adam in a garden. This was his dwelling. The blue heavens were its dome; the earth, with its delicate flowers and carpet of living green, was its floor; and the leafy branches of the goodly trees were its canopy. Its walls were hung with the most magnificent adornings—the handiwork of the great Master Artist. In the surroundings of the holy pair was a lesson for all time—that true happiness is found, not in the indulgence of pride and luxury, but in communion with God through His created works. If men would give less attention to the artificial, and would cultivate greater simplicity, they would come far nearer to answering the purpose of God in their creation.”—*Patriarchs and Prophets*, pp. 49, 50.

## 2. A GARDEN

- a. What occupation did Eden provide for our first parents? Genesis 2:15. Why is this so important for us today?
- 

“Families and institutions should learn to do more in the cultivation and improvement of land. If people only knew the value of the products of the ground, which the earth brings forth in their season, more diligent efforts would be made to cultivate the soil. All should be acquainted with the special value of fruits and vegetables fresh from the orchard and garden.”—*Counsels on Diet and Foods*, p. 312.

“Better than any other inheritance of wealth you can give to your children will be the gift of a healthy body, a sound mind, and a noble character. Those who understand what constitutes life’s true success will be wise betimes. They will keep in view life’s best things in their choice of a home. . . .

“Go where, apart from the distractions and dissipations of city life, you can give your children your companionship, where you can teach them to learn of God through His works, and train them for lives of integrity and usefulness.”—*The Ministry of Healing*, pp. 366, 367.

“To parents who are living in the cities the Lord is sending the warning cry, Gather your children into your own houses; gather them away from those who are disregarding the commandments of God, who are teaching and practicing evil. Get out of the cities as fast as possible.”—*Medical Ministry*, p. 310.

- b. What does God teach us about practical work? 1 Thessalonians 4:11, 12.
- 

“God appointed labor as a blessing to man, to occupy his mind, to strengthen his body, and to develop his faculties. In mental and physical activity, Adam found one of the highest pleasures of his holy existence.”—*The Faith I Live By*, p. 232.

“Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill.”—*Education*, p. 220.



### 3. A PLACE OF LEARNING

- a. **What was among the lessons that Eden's environment offered? Psalm 19:1, 2.**
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"The book of nature, which spread its living lessons before [our first parents], afforded an exhaustless source of instruction and delight. 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' (Job 37:16), the mysteries of light and sound, of day and night—all were objects of study by the pupils of earth's first school."—*Education*, p. 21.

"Instead of dwelling where only the works of men can be seen, where the sights and sounds frequently suggest thoughts of evil, where turmoil and confusion bring weariness and disquietude, go where you can look upon the works of God. Find rest of spirit in the beauty and quietude and peace of nature. Let the eye rest on the green fields, the groves, and the hills. Look up to the blue sky, unobscured by the city's dust and smoke, and breathe the invigorating air of heaven."—*The Ministry of Healing*, p. 367.

- b. **What lessons are presented in the growth of plants? Luke 12:27.**
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"Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon."—*Testimonies*, vol. 6, p. 179.

"Thus while the children and youth gain a knowledge of facts from teachers and textbooks, let them learn to draw lessons and discern truth for themselves. In their gardening, question them as to what they learn from the care of their plants. As they look on a beautiful landscape, ask them why God clothed the fields and woods with such lovely and varied hues. Why was not all colored a somber brown? . . . Teach them to notice the evidences everywhere manifest in nature of God's thought for us, the wonderful adaptation of all things to our need and happiness."—*Education*, p. 119.

#### 4. A PLACE OF WORSHIP

##### a. What did Eden's dwellers do daily? Genesis 3:8 (first part).

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"In the song of the bird, the sighing of the trees, and the music of the sea, we still may hear His voice who talked with Adam in Eden in the cool of the day. And as we behold His power in nature we find comfort, for the word that created all things is that which speaks life to the soul."—*The Desire of Ages*, pp. 281, 282.

"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*, p. 21.

"Adam and Eve, in their untainted purity, delighted in the sights and sounds of Eden. God appointed them their work in the garden, 'to dress it and to keep it.' Genesis 2:15. Each day's labor brought them health and gladness, and the happy pair greeted with joy the visits of their Creator, as in the cool of the day He walked and talked with them."—*The Ministry of Healing*, p. 261.

##### b. What lessons can be drawn from worship amidst God's creation? Romans 1:20; Psalm 104:10–24.

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"Nature is filled with spiritual lessons for mankind. The flowers die only to spring forth into new life; and in this we are taught the lesson of the resurrection. All who love God will bloom again in the Eden above."—*Selected Messages*, bk. 1, p. 291.

"The children need to be given lessons that will nurture in them courage to resist evil. Point them from nature to nature's God, and they will thus become acquainted with the Creator."—*Child Guidance*, p. 49.

"The parents may take their children outdoors to view God in nature. They can be pointed to the blooming flowers and the opening buds, the lofty trees and beautiful spires of grass, and taught that God made all these in six days and rested on the seventh day and hallowed it. Thus the parents may bind up their lessons of instruction to their children, so that when these children look upon the things of nature, they will call to mind the great Creator of them all."—*Ibid.*, p. 533.

## 5. A CHANNEL OF BLESSING

- a. How might families be a channel of blessing to the world as the river of Eden was to the garden? Genesis 1:28; 2:10; Matthew 22:39.
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“Love, the basis of creation and of redemption, is the basis of true education. . . . 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.”—*Education*, p. 16.

- b. What is the mission given to the Christian home? 2 Corinthians 3:2.
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“The mission of the home extends beyond its own members. The Christian home is to be an object lesson, illustrating the excellence of the true principles of life. Such an illustration will be a power for good in the world. Far more powerful than any sermon that can be preached is the influence of a true home upon human hearts and lives. As the youth go out from such a home, the lessons they have learned are imparted. Nobler principles of life are introduced into other households, and an uplifting influence works in the community.”—*The Ministry of Healing*, p. 352.

“The world needs today what it needed nineteen hundred years ago—a revelation of Christ.”—*Ibid.*, p. 143.

## PERSONAL REVIEW QUESTIONS

1. What characterized the garden of Eden as a home?
2. How were Eden's residents occupied?
3. What was Eden's system of education?
4. How did Eden form a place of worship?
5. What lessons have you drawn from the first home, school, and church?

# Education in Ancient Israel

“He found him in a desert land, and in the waste howling wilderness; he led him about, he instructed him, he kept him as the apple of his eye” (Deuteronomy 32:10).

“The men who held fast God’s principles of life dwelt among the fields and hills. They were tillers of the soil and keepers of flocks and herds, and in this free, independent life, with its opportunities for labor and study and meditation, they learned of God and taught their children of His works and ways. This was the method of education that God desired to establish in Israel.”—*Education*, pp. 33, 34.

**Suggested Reading:** *Education*, pp. 33–44.

*Sunday*

July 21

## 1. THE PATRIARCHS

- a. Describe Abraham’s example as a patriarch. Genesis 18:17–19; 12:6–8.
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“In early times the father was the ruler and priest of his own family, and he exercised authority over his children, even after they had families of their own. His descendants were taught to look up to him as their head, in both religious and secular matters. This patriarchal system of government Abraham endeavored to perpetuate, as it tended to preserve the knowledge of God. It was necessary to bind the members of the household together, in order to build up a barrier against the idolatry that had become so widespread and so deep-seated.”—*Patriarchs and Prophets*, p. 141.

- b. What lifestyle was pursued by the patriarchs? Hebrews 11:8–10; Genesis 25:27.
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## 2. EDUCATION IN THE WILDERNESS

- a. How did the Lord direct the education of Israel in the wilderness?  
1 Corinthians 10:1–4; Isaiah 63:9.
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“The Lord Himself directed the education of Israel. His care was not restricted to their religious interests; whatever affected their mental or physical well-being was also the subject of divine providence, and came within the sphere of divine law.”—*Patriarchs and Prophets*, p. 592.

“Even in providing their food, God sought their highest good. The manna with which He fed them in the wilderness was of a nature to promote physical, mental, and moral strength.”—*Education*, p. 38.

“The Hebrew nation were educated during their journeying through the wilderness. They engaged in physical and mental labor. They used their muscles in various lines of work. The history of the wilderness life of God’s chosen people was chronicled for the benefit of the Israel of God till the close of time. . . . The Lord did not forsake his people in their wanderings through the wilderness, but many of them forsook the Lord. The education they had had in Egypt made them subject to temptation, to idolatry, and to licentiousness, and because they disregarded the commandments of the Lord, nearly all the adults who left Egypt were overthrown in the wilderness; but their children were permitted to enter Canaan.”—*The Review and Herald*, December 17, 1895.

“Everything connected with the pitching of the camp was an object lesson to the children, schooling them in habits of precision and carefulness and order. The children that were old enough were required to learn how to pitch the tents in which they lived, and to observe perfect order in all that they did. . . . Constantly they were obtaining an education in regard to heavenly things. Constantly the parents were explaining to their children why the Israelites were traveling in the wilderness; why the law was given at Sinai; and what they expected to do and to be when they reached the Land of Promise.”—*Lift Him Up*, p. 145.

“Israel needed just the experience that God gave to them, and there was no other power that could deal with them as Christ did through all that long journey in the wilderness. The education of Israel was not entrusted to any human agency; they were taught by One who was infinite in wisdom. They were daily learners of what God required His church on earth to be.”—*Manuscript Releases*, vol. 18, p. 234.

### 3. GOD'S PLAN FOR ISRAEL

- a. What was God's purpose for Israel in the settlement of Canaan? Deuteronomy 4:5–10; 11:22–24.
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“God chose Israel to reveal His character to men. He desired them to be as wells of salvation in the world. . . . In the early days of Israel the nations of the world, through corrupt practices, had lost the knowledge of God. They had once known Him; but because ‘they glorified Him not as God, neither were thankful; but became vain in their imaginations, . . . their foolish heart was darkened.’ Romans 1:21. Yet in His mercy God did not blot them out of existence. He purposed to give them an opportunity of again becoming acquainted with Him through His chosen people. Through the teachings of the sacrificial service, Christ was to be uplifted before all nations, and all who would look to Him should live.”—*The Acts of the Apostles*, p. 14.

“God had placed His people in Canaan as a mighty breastwork to stay the tide of moral evil, that it might not flood the world.”—*Patriarchs and Prophets*, p. 544.

- b. How did they fare in the implementation of this plan? Judges 2:7, 10–12; 1:28.
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“The Lord had faithfully fulfilled, on His part, the promises made to Israel; Joshua had broken the power of the Canaanites, and had distributed the land to the tribes. It only remained for them, trusting in the assurance of divine aid, to complete the work of dispossessing the inhabitants of the land. But this they failed to do. By entering into league with the Canaanites they directly transgressed the command of God, and thus failed to fulfill the condition on which He had promised to place them in possession of Canaan.”—*Ibid.*, p. 543.

“Wherever in Israel God's plan of education was carried into effect, its results testified of its Author. But in very many households the training appointed by Heaven, and the characters thus developed, were alike rare. God's plan was but partially and imperfectly fulfilled. By unbelief and by disregard of the Lord's directions, the Israelites surrounded themselves with temptations that few had power to resist.”—*Education*, p. 45.

#### 4. SCHOOLS OF THE PROPHETS

- a. From references to the existence of the schools of the prophets, what can we learn about their nature and operation? 1 Samuel 19:18–20; 2 Kings 6:1–7.
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“The schools of the prophets were founded by Samuel to serve as a barrier against the widespread corruption, to provide for the moral and spiritual welfare of the youth, and to promote the future prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors. In the accomplishment of this object Samuel gathered companies of young men who were pious, intelligent, and studious. These were called the sons of the prophets. As they communed with God and studied His word and His works, wisdom from above was added to their natural endowments. 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. They enjoyed the respect and confidence of the people, both for learning and piety.”—*Patriarchs and Prophets*, p. 593.

“The chief subjects of study were the law of God with the instructions given to Moses, sacred history, sacred music, and poetry. It was the grand object of all study to learn the will of God and the duties of His people. In the records of sacred history were traced the footsteps of Jehovah. From the events of the past were drawn lessons of instruction for the future. The great truths set forth by the types and shadows of the Mosaic law were brought to view, and faith grasped the central object of all that system, the Lamb of God that was to take away the sins of the world.”—*Fundamentals of Christian Education*, p. 97.

- b. What manual training did Jesus receive when He was on this earth? Matthew 13:55. What about the students of the schools of the prophets?
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“The pupils of these schools sustained themselves by their own labor as husbandmen and mechanics. In Israel this was not considered strange or degrading; it was regarded a crime to allow children to grow up in ignorance of useful labor. In obedience to the command of God, every child was taught some trade, even though he was to be educated for holy office.”—*Ibid.*

## 5. NOBLE EXAMPLES

- a. How did God reward Joseph's integrity and faith, after he had suffered great adversity? Genesis 37:28; 41:41–44. What preparation did he have?

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“Pure, active, and joyous, [Joseph] gave evidence also of moral earnestness and firmness. He listened to his father's instructions, and loved to obey God. The qualities that afterward distinguished him in Egypt—gentleness, fidelity, and truthfulness—were already manifest in his daily life.”—*Patriarchs and Prophets*, p. 209.

- b. Describe Daniel's background. How does Daniel's life reveal the benefit of godly education? Daniel 1:1–6; 6:1–3.

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“By their wisdom and justice, by the purity and benevolence of their daily life, by their devotion to the interests of the people—and they, idolaters—Joseph and Daniel proved themselves true to the principles of their early training, true to Him whose representatives they were. These men, both in Egypt and in Babylon, the whole nation honored; and in them a heathen people, and all the nations with which they were connected, beheld an illustration of the goodness and beneficence of God, an illustration of the love of Christ. . . .

“The same mighty truths that were revealed through these men, God desires to reveal through the youth and the children of today. The history of Joseph and Daniel is an illustration of what He will do for those who yield themselves to Him and with the whole heart seek to accomplish His purpose.”—*Education*, pp. 56, 57.

## PERSONAL REVIEW QUESTIONS

1. What lifestyle was chosen by the patriarchs, and why?
2. Why did Israel need such extensive education in the wilderness?
3. How did God's plan compare with what Israel actually achieved?
4. What important elements were present in the schools of the prophets?
5. How did God's plan for education shine forth in the lives of the noble few?



## First Sabbath Offering for Missionary Schools

In loving obedience to the Lord's commission, "Go ye into all the world and teach all nations," the Seventh Day Adventist Reform Movement is striving to prepare qualified workers to accomplish this task.



Missionary schools are one of the main means for this preparation. These schools, being established in different parts of the world, are to be focused on instructing our young people in the "Present Truth" and in the best methods whereby this truth can be presented to other souls.

"True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education."—*The Ministry of Healing*, p. 395.

In carrying out this educational work, a double advantage is gained. Not only are the sincere, thirsting souls benefitted, but also the messengers, who will themselves be strengthened and brought into a closer connection with God:

"It is to fortify the youth against the temptations of the enemy that we have established schools where they may be qualified for usefulness in this life and for the service of God throughout eternity."—*Counsels to Parents, Teachers, and Students*, p. 495.

The Lord's messenger endorsed this kind of activity and encouraged believers to engage in it, as acceptable service:

"He who strives to obtain knowledge in order that he may labor for the ignorant and perishing, is acting his part in fulfilling God's great purpose for mankind. In unselfish service for the blessing of others he is meeting the high ideal of Christian education. . . .

"The Lord calls for strong, devoted, self-sacrificing young men and women, who will press to the front, and who, after a short time spent in school, will go forth prepared to give the message to the world."—*Ibid.*, pp. 545, 549.

Therefore we kindly appeal to all the brethren around the world, to open their hearts for this need and to contribute generously for the development of this rewarding branch of God's work this Sabbath, when a special offering will be collected for this purpose.

Thank you in advance and may God bless the gifts and givers.

*Your brethren from the GC Education Department*

# The Great Educator

**“And they were astonished at his doctrine: for he taught them as one that had authority, and not as the scribes” (Mark 1:22).**

“[Jesus] was a teacher, such an educator as the world never saw or heard before. He spake as one having authority, and yet He invites the confidence of all.”—*Selected Messages*, bk. 3, p. 138.

**Suggested Reading:** *Education*, pp. 73–83.

*Sunday*

July 28

## 1. JESUS' EARLY LIFE

a. How does the Bible describe Jesus' early life? Luke 2:40, 52.

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“He who came from heaven to be our example and teacher spent thirty years as a member of the household at Nazareth. Concerning these years the Bible record is very brief. No mighty miracles attracted the attention of the multitude. No eager throngs followed His steps or listened to His words. Yet during all these years He was fulfilling His divine mission. He lived as one of us, sharing the home life, submitting to its discipline, performing its duties, bearing its burdens.”—*The Ministry of Healing*, p. 349.

b. How is Jesus' humble reputation as a carpenter an example to every young person? Matthew 13:54–56.

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“It is in His home life that [Jesus] is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread.”—*The Desire of Ages*, p. 74.

## 2. THE EDUCATION OF JESUS AND JOHN THE BAPTIST

- a. What was meant in the question asked about Jesus' education? John 7:15.
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"The question asked during the Saviour's ministry, 'How knoweth this man letters, having never learned?' does not indicate that Jesus was unable to read, but merely that He had not received a rabbinical education. John 7:15. Since He gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God's word."—*The Desire of Ages*, p. 70.

"His education was gained from Heaven-appointed sources, from useful work, from the study of the Scriptures, from nature, and from the experiences of life—God's lesson books, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart."—*The Ministry of Healing*, p. 400.

- b. Why did Jesus and John the Baptist not attend the schools of their day? Matthew 15:9.
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"Our Saviour did not encourage any to attend the rabbinical schools of His day for the reason that their minds would be corrupted with the continually repeated, 'They say,' or, 'It has been said.' Why, then, should we accept the unstable words of men as exalted wisdom, when a greater, a certain wisdom is at our command?"—*Testimonies*, vol. 8, p. 310.

"No one was regarded as qualified to be a religious teacher unless he had studied in the rabbinical schools, and both Jesus and John the Baptist had been represented as ignorant because they had not received this training."—*The Desire of Ages*, p. 453.

- c. What example did John give in his preaching and lifestyle? Matthew 3:1-4.
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"It was [John's] choice to forgo the enjoyments and luxuries of life for the stern discipline of the wilderness. Here his surroundings were favorable to habits of simplicity and self-denial. Uninterrupted by the clamor of the world, he could here study the lessons of nature, of revelation, and of Providence."—*Ibid.*, p. 101.

### 3. THE MASTER TEACHER

- a. What was the result of Jesus' great Sermon on the Mount? Matthew 7:28, 29.
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"Jesus had nothing to do with the various subjects of dissension among the Jews. It was His work to present the truth. His words shed a flood of light upon the teachings of patriarchs and prophets, and the Scriptures came to men as a new revelation. Never before had His hearers perceived such a depth of meaning in the word of God."—*The Desire of Ages*, p. 253.

"Christ sought to remove that which obscured the truth. The veil that sin has cast over the face of nature, He came to draw aside, bringing to view the spiritual glory that all things were created to reflect."—*Christ's Object Lessons*, pp. 18, 19.

- b. What effect did Jesus' method of education have on the disciples? Acts 4:13.
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"For three years and a half the disciples were under the instruction of the greatest Teacher the world has ever known. By personal contact and association, Christ trained them for His service. Day by day they walked and talked with Him, hearing His words of cheer to the weary and heavy-laden, and seeing the manifestation of His power in behalf of the sick and the afflicted. Sometimes He taught them, sitting among them on the mountainside; sometimes beside the sea or walking by the way, He revealed the mysteries of the kingdom of God. Wherever hearts were open to receive the divine message, He unfolded the truths of the way of salvation. He did not command the disciples to do this or that, but said, 'Follow Me.' On His journeys through country and cities, He took them with Him, that they might see how He taught the people. . . . They saw Him in every phase of life."—*The Acts of the Apostles*, pp. 17, 18.

"When He sent forth the Twelve and afterward the Seventy, to proclaim the kingdom of God, He was teaching them their duty to impart to others what He had made known to them. In all His work He was training them for individual labor, to be extended as their numbers increased, and eventually to reach to the uttermost parts of the earth."—*Ibid.*, p. 32.

#### 4. JESUS' METHODS OF TEACHING

- a. **Where did Jesus often teach His hearers? Matthew 5:1, 2. How did He make use of surroundings and familiar things?**
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“Jesus sought an avenue to every heart. By using a variety of illustrations, He not only presented truth in its different phases, but appealed to the different hearers. Their interest was aroused by figures drawn from the surroundings of their daily life. . . .

“Divine wisdom, infinite grace, were made plain by the things of God’s creation. Through nature and the experiences of life, men were taught of God.”—*Christ’s Object Lessons*, pp. 21, 22.

“As Jesus taught the people, He made His lessons interesting and held the attention of His hearers by frequent illustrations from the scenes of nature about them.”—*Thoughts From the Mount of Blessing*, p. 38.

“When the Lord was training Israel to be the special representatives of Himself, He gave them homes among the hills and valleys. In their home life and their religious service they were brought in constant contact with nature and with the word of God. So Christ taught His disciples by the lake, on the mountainside, in the fields and groves, where they could look upon the things of nature by which He illustrated His teachings. And as they learned of Christ, they put their knowledge to use by cooperating with Him in His work.”—*Christ’s Object Lessons*, p. 24.

- b. **What special teaching technique did Jesus often use? Matthew 13:34, 35.**
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“In Christ’s parable teaching the same principle is seen as in His own mission to the world. That we might become acquainted with His divine character and life, Christ took our nature and dwelt among us. Divinity was revealed in humanity; the invisible glory in the visible human form. Men could learn of the unknown through the known; heavenly things were revealed through the earthly; God was made manifest in the likeness of men. So it was in Christ’s teaching: the unknown was illustrated by the known; divine truths by earthly things with which the people were most familiar. . . .

“Natural things were the medium for the spiritual; the things of nature and the life-experience of His hearers were connected with the truths of the written word.”—*Ibid.*, p. 17.

**5. JESUS' USE OF THE SCRIPTURES**

- a. How did Jesus choose to enlighten the two disciples on the road to Emmaus? Luke 24:25–27.
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“Beginning at Moses, the very Alpha of Bible history, Christ expounded in all the Scriptures the things concerning Himself. Had He first made Himself known to them, their hearts would have been satisfied. In the fullness of their joy they would have hungered for nothing more. But it was necessary for them to understand the witness borne to Him by the types and prophecies of the Old Testament. Upon these their faith must be established. Christ performed no miracle to convince them, but it was His first work to explain the Scriptures. They had looked upon His death as the destruction of all their hopes. Now He showed from the prophets that this was the very strongest evidence for their faith.”—*The Desire of Ages*, pp. 796–799.

- b. How did Jesus constantly direct attention back to the Scriptures? John 5:39; 17:17; Luke 16:31.
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“Christ’s work as a teacher of truth was in marked contrast to that of the rabbis of His time. They dwelt upon traditions, upon human theories and speculations. Often that which man had taught and written about the word, they put in place of the word itself. Their teaching had no power to quicken the soul. The subject of Christ’s teaching and preaching was the word of God. He met questioners with a plain, ‘It is written.’ ‘What saith the Scriptures?’ ‘How readest thou?’”—*Christ’s Object Lessons*, pp. 38, 39.

**PERSONAL REVIEW QUESTIONS**

1. How did the world’s greatest Teacher spend his early life on earth?
2. Would Jesus or John the Baptist attend the schools of today? Explain.
3. How did Jesus’ teaching differ from the popular teachers of His day?
4. Describe some of Jesus’ methods of teaching and illustrating truth.
5. Why was it vital for Christ to establish the disciples’ faith in God’s Word?

# The Foundation of True Education

“The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding” (Proverbs 9:10).

“The Word of God presents the most potent means of education, as well as the most valuable source of knowledge, within the reach of man.”—*The Review and Herald*, September 25, 1883.

**Suggested Reading:** *Education*, pp. 123–127.

*Sunday*

*August 4*

## 1. GOD’S WORD TO YOU

- a. **How does God communicate with humanity?** Amos 3:7; 2 Peter 1:20, 21.

“As an educating power the Bible is without a rival. In the word of God the mind finds subject for the deepest thought, the loftiest aspiration. . . . It lights up the far-distant past, where human research seeks vainly to penetrate. . . . In the reverent contemplation of the truths presented in His word the mind of the student is brought into communion with the infinite mind.”—*Patriarchs and Prophets*, p. 596.

- b. **What are some qualities of Scripture?** 2 Timothy 3:16; Psalm 12:6, 7.

“God did not leave His Word to be preserved in the memories of men and handed down from generation to generation by oral transmission and traditional unfolding. Had He done this, the Word would gradually have been added to by men. . . . Let us thank God for His written word.”—*The Upward Look*, p. 52.

“The Bible is the most instructive history that men possess. It came fresh from the fountain of eternal truth, and a divine hand has preserved its purity through all the ages.”—*Patriarchs and Prophets*, p. 596.

## 2. UNDERSTANDING THE BIBLE

### a. To what is the Bible likened? Psalm 119:105.

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“God will have a people upon the earth to maintain the Bible, and the Bible only, as the standard of all doctrines and the basis of all reforms. The opinions of learned men, the deductions of science, the creeds or decisions of ecclesiastical councils, as numerous and discordant as are the churches which they represent, the voice of the majority—not one nor all of these should be regarded as evidence for or against any point of religious faith. Before accepting any doctrine or precept, we should demand a plain ‘Thus saith the Lord’ in its support.”—*The Great Controversy*, p. 595.

### b. How is the Word explained? Isaiah 28:10; Luke 24:27; Matthew 4:4.

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“No one with a spirit to appreciate its teaching can read a single passage from the Bible without gaining from it some helpful thought. But the most valuable teaching of the Bible is not to be gained by occasional or disconnected study. Its great system of truth is not so presented as to be discerned by the hasty or careless reader. Many of its treasures lie far beneath the surface, and can be obtained only by diligent research and continuous effort. The truths that go to make up the great whole must be searched out and gathered up, ‘here a little, and there a little.’ Isaiah 28:10.”—*Education*, p. 123.

“Endeavoring to lay aside all preconceived opinions, and dispensing with commentaries, [William Miller] compared scripture with scripture by the aid of the marginal references and the concordance. He pursued his study in a regular and methodical manner; beginning with Genesis, and reading verse by verse, he proceeded no faster than the meaning of the several passages so unfolded as to leave him free from all embarrassment. When he found anything obscure, it was his custom to compare it with every other text which seemed to have any reference to the matter under consideration. Every word was permitted to have its proper bearing upon the subject of the text, and if his view of it harmonized with every collateral passage, it ceased to be a difficulty. Thus whenever he met with a passage hard to be understood he found an explanation in some other portion of the Scriptures.”—*The Great Controversy*, p. 320.



### 3. SEARCHING THE SCRIPTURES

- a. What should we do constantly with the Bible? John 5:39.
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“In searching the Scriptures you are not to endeavor to interpret their utterances so as to agree with your preconceived ideas, but come as a learner to understand the foundation principles of the faith of Christ.”—*Counsels on Sabbath School Work*, p. 25.

- b. As workers for God, how are we to prepare ourselves to deeply understand His word? 1 Peter 3:15.
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“Not alone in searching out truth and bringing it together does the mental value of Bible study consist. It consists also in the effort required to grasp the themes presented. The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God’s word. As a means of intellectual training, the Bible is more effective than any other book, or all other books combined.”—*Education*, p. 124.

“The close application of [Daniel and his companions] under the training of God was richly rewarded. While they made diligent effort to secure knowledge, the Lord gave them heavenly wisdom. The knowledge they gained was of great service to them when brought into strait places. The Lord God of heaven will not supply the deficiencies that result from mental and spiritual indolence. When the human agents shall exercise their faculties to acquire knowledge, to become deep-thinking men; when they, as the greatest witnesses for God and the truth, shall have won in the field of investigation of vital doctrines concerning the salvation of the soul, that glory may be given to the God of heaven as supreme, then even judges and kings will be brought to acknowledge, in the courts of justice, in parliaments and councils, that the God who made the heavens and the earth is the only true and living God, the author of Christianity, the author of all truth, who instituted the seventh-day Sabbath when the foundations of the world were laid, when the morning stars sang together, and all the sons of God shouted together for joy.”—*Fundamentals of Christian Education*, pp. 374, 375.

**4. ADVANCING LIGHT**

- a. How does God continue to reveal new light to His people? Proverbs 4:18.**

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“Let no one come to the conclusion that there is no more truth to be revealed. . . . Many gems are yet scattered that are to be gathered together to become the property of the remnant people of God.”—*Counsels on Sabbath School Work*, p. 34.

- b. What are we to do with the light we have? 1 Thessalonians 5:21.**

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“We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history.”—*Life Sketches*, p. 196.

“Many know so little about their Bibles that they are unsettled in the faith. They remove the old landmarks, and fallacies and winds of doctrine blow them hither and thither.”—*Evangelism*, p. 362.

“No line of truth that has made the Seventh-day Adventist people what they are is to be weakened. We have the old landmarks of truth, experience, and duty, and we are to stand firmly in defense of our principles, in full view of the world.”—*Testimonies*, vol. 6, p. 17.

“When the power of God testifies as to what is truth, that truth is to stand forever as the truth. No aftersuppositions, contrary to the light God has given are to be entertained. . . . One will arise, and still another, with new light which contradicts the light that God has given under the demonstration of His Holy Spirit.”—*Counsels to Writers and Editors*, pp. 31, 32.

- c. What preparation do we need for the gospel work? Hebrews 5:11–14.**

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“We must, through fervent prayer and deep and earnest research, become established and settled, rooted and grounded in the faith, and know, each for himself, that we have the truth. If we are thus established, we shall not depart from the faith when tested and tried, as some have done.”—*The Review and Herald*, September 4, 1888.

## 5. STUDYING TOGETHER

- a. What kind of educational environment do we want to encourage in the Sabbath school? 2 Timothy 2:15.
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“Our Sabbath schools are nothing less than Bible societies, and in the sacred work of teaching the truths of God’s word, they can accomplish far more than they have hitherto accomplished.”—*Counsels on Sabbath School Work*, p. 9.

“If you are called to be a teacher in any branch of the work of God, you are called also to be a learner in the school of Christ. If you take upon you the sacred responsibility of teaching others, you take upon you the duty of going to the bottom of every subject you seek to teach. If you present a subject from the word of God to your pupils in the Sabbath school, you should make the reasons for your faith so plain that your scholars shall be convinced of its truth. You should diligently search and compare the evidences of the word of God on messages that He sends to the church, that you may know what is truth, and be able to direct those who look to you into the way of righteousness.”—*Ibid.*, p. 31.

“Those who have entered upon the work of teaching, or who have been called to any position of responsibility, should not be satisfied to take the product of the researches of other minds, but they should investigate truth for themselves. If they do not form the habit of investigating themes of truth for themselves, they will become superficial in their life and acquirements. . . . You should examine the truths you have been led to believe, until you know that they are without a flaw.”—*Ibid.*, p. 33.

## PERSONAL REVIEW QUESTIONS

1. Why was it so important that the Word of God be written down?
2. How are we to study to arrive at an understanding of Bible truth?
3. What mental and spiritual benefits are to be derived from deep Bible study?
4. How does God continue to teach His people?
5. How can we improve our church educational environment?

# To Be a Teacher

“Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth” (2 Timothy 2:15).

“Teachers are to watch over their students as the shepherd watches over the flock entrusted to his charge. They should care for souls as they that must give an account.”—*Counsels to Parents, Teachers, and Students*, p. 65.

**Suggested Reading:** *Education*, pp. 275–282.

*Sunday*

*August 11*

## 1. QUALITIES OF A TEACHER

a. To what should the teacher direct the students? 1 Corinthians 11:1.

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“Teachers are to do more for students than to impart a knowledge of books. Their position as guide and instructor of youth is most responsible; for to them is given the work of moulding mind and character. Those who undertake this work should possess well-balanced, symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits; and they should have that true Christian courtesy that wins confidence and respect. The teacher should be himself what he wishes his students to become.”—*The Signs of the Times*, March 14, 1900.

b. What spiritual experience is needed? Deuteronomy 10:12.

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“Every educator should daily receive instructions from the Great Teacher, and should labor constantly under his guidance. It is impossible for him rightly to understand or to perform his work, unless he shall be much with God in prayer. Only by divine aid, combined with earnest, self-denying effort, can he hope to fill his position wisely and well.”—*The Review and Herald*, September 22, 1885.

## 2. BEING EQUIPPED TO TEACH

- a. What should be the attitude of a teacher toward the Word? For what purpose? 1 Peter 2:2.
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- b. What should the leaders in God's church seek from God? Psalm 145:15. What should they do with this?
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“Because [those who are watching for the Lord] know that the Lord is at the door, their zeal is quickened to cooperate with the divine intelligences in working for the salvation of souls. These are the faithful and wise servants who give to the Lord's household ‘their portion of meat in due season.’ Luke 12:42. They are declaring the truth that is now specially applicable.”—*The Desire of Ages*, p. 634.

“Our standing before God depends, not upon the amount of light we have received, but upon the use we make of what we have. Thus even the heathen who choose the right as far as they can distinguish it are in a more favorable condition than are those who have had great light, and profess to serve God, but who disregard the light, and by their daily life contradict their profession.”—*Ibid.*, p. 239.

- c. What was the example of the Bereans in searching the Scriptures? Acts 17:11.
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“Oh, that those who minister in holy things would awake, and, like the noble Bereans, search the Scriptures daily! Brethren in the ministry, I entreat of you to study the Scriptures with humble prayer for an understanding heart, that you may teach the way of life more perfectly. Your counsel, prayers, and example must be a savor of life unto life, or you are unqualified to point out the way of life to others.”—*Testimonies*, vol. 2, p. 343.

“Men, women, and youth, God requires you to possess moral courage, steadiness of purpose, fortitude and perseverance, minds that cannot take the assertions of another, but which will investigate for themselves before receiving or rejecting, that will study and weigh evidence, and take it to the Lord in prayer.”—*Ibid.*, p. 130.

### 3. MENTAL PREPARATION FOR TEACHING

- a. **What should we ask God to grant us in preparation for sharing truth with others? Colossians 1:9, James 1:5.**
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“Set aside a portion of each day for a study of the Scriptures and communion with God. Thus you will obtain spiritual strength, and will grow in favor with God. He alone can give you noble aspirations; He alone can fashion the character after the divine similitude. Draw near to Him in earnest prayer, and He will fill your hearts with high and holy purposes, and with deep, earnest longings for purity and clearness of thought.”—*Gospel Workers*, p. 100.

“Ministers who would labor effectively for the salvation of souls must be Bible students and men of prayer. It is a sin to be neglectful of the study of the Word while attempting to teach it to others. Those who feel the worth of souls realize that too much is at stake for them to dare to be careless in regard to their advancement in divine knowledge, and they flee to the stronghold of truth, whence they may obtain wisdom, knowledge, and strength to work the works of God. They will not rest without an unction from on high.”—*Ibid.*, p. 99.

- b. **What danger do those face who do not make appropriate preparation and who are spiritually unstable? 2 Peter 3:16.**
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“Some who enter the ministry do not feel the burden of the work. They have false ideas of the qualifications of a minister. They think that it requires little close study of the sciences or of the word of God in order to gain a fitness for the ministry. Some who are teaching present truth are so deficient in Bible knowledge that it is difficult for them to quote a text of Scripture correctly from memory. By blundering along in the awkward manner that they do, they sin against God. They wrest the Scriptures, and make the Bible say things that are not written therein.

“Some think that an education or a thorough knowledge of the Scriptures is of little consequence if only a man has the Spirit. But God never sends His Spirit to sanction ignorance. He may and does pity and bless those who are so situated that it is impossible for them to obtain an education; and sometimes He condescends to make His strength perfect in their weakness. But it is the duty of such to study His word.”—*Ibid.*, pp. 105, 106.

#### 4. MEETING OPPOSITION

- a. What must those who teach the gospel be prepared for? Jeremiah 12:5.
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“Those who do not love to study, are ever in great danger of becoming dwarfs in spiritual and mental growth. They consider that they have a moderate understanding of Scripture subjects, and they cease to investigate, cease to plow deep that they may obtain all the treasures of knowledge possible. Instead of cultivating studious habits, they yield to inclination, and are content to skim the surface, without going with energy to the bottom of the question under consideration. Those who have this superficial manner of study would not be prepared to meet an opponent in discussion should one oppose them. They penetrate only deep enough into a subject to meet the present emergency, and to conceal the real ignorance of their lazy minds.”—*The Review and Herald*, April 6, 1886.

“The Holy Spirit’s work is to guide into all truth. When you depend on the word of the living God with heart and mind and soul, the channel of communication will be unobstructed. Deep, earnest study of the word under the guidance of the Holy Spirit will give you fresh manna, and the same Spirit will make its use effectual. . . . Those who make persevering efforts in this direction, putting the mind to the task of comprehending God’s word, are prepared to be laborers together with God.”—*Testimonies*, vol. 6, pp. 163, 164.

- b. What spiritual lesson can we learn from David’s refusal to use Saul’s armour to meet Goliath? 1 Samuel 17:39.
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“Young men should search the Scriptures for themselves. They are not to feel that it is sufficient for those older in experience to find out the truth; that the younger ones can accept it from them as authority. . . .

“No man should be relied upon to think for us. No matter who he is, or in what position he may be placed, we are not to look upon any man as a criterion for us. We are to counsel together, and to be subject one to another; but at the same time we are to exercise the ability God has given us, in order to learn what is truth. Each one of us must look to God for divine enlightenment. We must individually develop a character that will stand the test in the day of God.”—*Testimonies to Ministers*, pp. 109, 110.

**5. MAKE THEM YOUR OWN**

- a. What inspiring example was left by Ezra the scribe? Ezra 7:10.
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“In order to make full proof of their ministry, those who open the word of God to others should search the Scriptures diligently. They should not be content to use other men’s thoughts, but should dig for truth as for hid treasures. While it is perfectly right to gather ideas from other minds, they should not be satisfied to take those ideas and repeat them in a poll-parrot manner. Make these ideas your own, brethren; frame the arguments yourselves, from your own study and research. Do not borrow the productions of other men’s brains and pens, and recite them as a lesson; but make the most of the talents, the brain power, that God has given you.”—*The Review and Herald*, April 6, 1886.

“By rising early and economizing their moments, ministers can find time for a close investigation of the Scriptures. They must have perseverance, and not be thwarted in their object, but persistently employ their time in a study of the word, bringing to their aid the truths which other minds, through wearing labor, have brought out for them, and with diligent, persevering effort, prepared to their hand. There are ministers who have been laboring for years, teaching the truth to others, while they themselves are not familiar with the strong points of our position. I beg of such to have done with their idleness. It is a continual curse to them. God requires them to make every moment fruitful of some good to themselves or to others. ‘Not slothful in business; fervent in spirit; serving the Lord.’ ‘He also that is slothful in his work is brother to him that is a great waster.’”—*Testimonies*, vol. 2, p. 500.

**PERSONAL REVIEW QUESTIONS**

1. What should a teacher be in order to best fill his position? How does he achieve this?
2. How did the Bereans find “meat in due season”? How can we?
3. What habits must be cultivated by those who teach others?
4. Why must we study deeply for ourselves in order to be able to teach?
5. How can we improve the quality of our teaching in every department?



# Guidance for Home Educators

“I have no greater joy than to hear that my children walk in truth” (3 John 4).

“What the parents are, that, to a great extent, the children will be. The physical conditions of the parents, their dispositions and appetites, their mental and moral tendencies, are, to a greater or less degree, reproduced in their children.”—*The Ministry of Healing*, p. 371.

**Suggested Reading:** *Child Guidance*, pp. 17–25, 119–136.

*Sunday*

*August 18*

## 1. TEACHING THEM DILIGENTLY

- a. What responsibility rests on parents as the first educators of children? Deuteronomy 6:6–9.

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“As a preparation for teaching His precepts, God commands that they be hidden in the hearts of the parents. ‘These words, which I command thee this day, shall be in thine heart,’ He says; ‘and thou shalt teach them diligently.’ Deuteronomy 6:6, 7. In order to interest our children in the Bible, we ourselves must be interested in it. To awaken in them a love for its study, we must love it.”—*Education*, p. 187.

- b. Who was instrumental in establishing the faith of Timothy? 2 Timothy 1:5. What vital role do mothers play in every facet of education?

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“Especially does responsibility rest upon the mother. She, by whose lifeblood the child is nourished and its physical frame built up, imparts to it also mental and spiritual influences that tend to the shaping of mind and character.”—*The Ministry of Healing*, p. 372.

## 2. LOCATION OF THE HOME

- a. With the examples of Abraham and Lot before us, what considerations should take precedence in the choice of a home? Genesis 13:11, 12.
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“In choosing a home, God would have us consider, first of all, the moral and religious influences that will surround us and our families. . . .

“Instead of dwelling where only the works of men can be seen, where the sights and sounds frequently suggest thoughts of evil, where turmoil and confusion bring weariness and disquietude, go where you can look upon the works of God. Find rest of spirit in the beauty and quietude and peace of nature. . . .

“The home of our first parents was to be a pattern for other homes as their children should go forth to occupy the earth. . . . The blue heavens were its dome; the earth, with its delicate flowers and carpet of living green, was its floor; and the leafy branches of the goodly trees were its canopy. Its walls were hung with the most magnificent adornings—the handiwork of the great Master Artist. In the surroundings of the holy pair was a lesson for all time—that true happiness is found, not in the indulgence of pride and luxury, but in communion with God through His created works.”—*The Adventist Home*, pp. 131, 132.

- b. What choice of location did John the Baptist make in view of his mission? Matthew 3:1.
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“John the Baptist, the forerunner of Christ, received his early training from his parents. The greater portion of his life was spent in the wilderness. . . . It was John’s choice to forego the enjoyments and luxuries of city life for the stern discipline of the wilderness. Here his surroundings were favorable to habits of simplicity and self-denial.”—*The Adventist Home*, p. 133.

“There is not one family in a hundred who will be improved physically, mentally, or spiritually, by residing in the city.”—*Country Living*, p. 13.

“Parents can secure small homes in the country, with land for cultivation where they can have orchards and where they can raise vegetables and small fruits. . . . God will help His people to find such homes outside of the cities.”—*Medical Ministry*, p. 310.

### 3. THE CHILD'S FIRST SCHOOL

a. Who has God ordained to be the child's first teachers? Proverbs 1:8.

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“Parents should be the only teachers of their children until they have reached eight or ten years of age. As fast as their minds can comprehend it, the parents should open before them God's great book of nature. The mother should have less love for the artificial in her house and in the preparation of her dress for display, and should find time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all the beautiful things which attract and delight them. She can lead their minds up to their Creator and awaken in their young hearts a love for their heavenly Father, who has manifested so great love for them. Parents can associate God with all His created works. The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature's beautiful scenery. And their only textbook should be the treasures of nature. These lessons, imprinted upon the minds of young children amid the pleasant, attractive scenes of nature, will not be soon forgotten.”—*Testimonies*, vol. 3, p. 137.

“In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school.”—*The Adventist Home*, p. 182.

b. What counsel should encourage parents to educate their own children as long as possible? Psalm 34:13, 14.

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“Some fathers and mothers are so indifferent, so careless, that they think it makes no difference whether their children attend a church school or a public school. ‘We are in the world,’ they say, ‘and we cannot get out of it.’ But, parents, we can get a good way out of the world, if we choose to do so. We can avoid seeing many of the evils that are multiplying so fast in these last days. We can avoid hearing about much of the wickedness and crime that exist.”—*Ibid.*, p. 406.

“Neither the church school nor the college affords the opportunities for establishing a child's character building upon the right foundation that are afforded in the home.”—*Child Guidance*, p. 170.

#### 4. LESSONS OF RESPONSIBILITY AND INDUSTRY

- a. How are parents to educate their children in order to best prepare them to be responsible adults? Proverbs 22:6.
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“Children as well as parents have important duties in the home. They should be taught that they are a part of the home firm. They are fed and clothed and loved and cared for; and they should respond to these many mercies by bearing their share of the home burdens and bringing all the happiness possible into the family of which they are members.

“Let every mother teach her children that they are members of the family firm and must bear their share of the responsibilities of this firm. Every member of the family should bear these responsibilities as faithfully as church members bear the responsibilities of church relationships.

“Let the children know that they are helping father and mother by doing little errands. Give them some work to do for you, and tell them that afterward they can have a time to play.

“Children have active minds, and they need to be employed in lifting the burdens of practical life. . . . They should never be left to pick up their own employment. Parents should control this matter themselves.”—*The Adventist Home*, p. 282.

“Allow them to help you in every way they can, and show them that you appreciate their help. Let them feel that they are a part of the family firm. Teach them to use their minds as much as possible, so to plan their work that they may do it quickly and thoroughly.”—*Child Guidance*, p. 126.

- b. What character trait is essential for usefulness? Proverbs 22:29.
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“One of the surest safeguards of the young is useful occupation. Children who are trained to industrious habits, so that all their hours are usefully and pleasantly employed . . . are in little danger of forming vicious habits or associations. . . .

“Habits of industry and thoroughness will be an untold blessing to the youth in the larger school of life, upon which they must enter as they grow older.”—*Counsels to Parents, Teachers, and Students*, pp. 122, 123.

## 5. A SACRED WORK

- a. How does the Bible describe the sacred work of heads of families? Psalm 128; Isaiah 8:18.
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“Parents, you carry responsibilities that no one can bear for you. As long as you live, you are accountable to God to keep His way. . . . Parents who make the word of God their guide, and who realize how much their children depend upon them for the characters they form, will set an example that it will be safe for their children to follow.”—*The Adventist Home*, p. 187.

“After the minister has done all he can do for the church by faithful, affectionate admonition, patient discipline, and fervent prayer to reclaim and save the soul, yet is not successful, the fathers and mothers often blame him because their children are not converted, when it may be because of their own neglect. The burden rests with the parents; and will they take up the work that God has entrusted to them, and with fidelity perform it?”—*Testimonies*, vol. 5, p. 495.

“Do not depend upon the teachers of the Sabbath school to do your work of training your children in the way they should go. The Sabbath school is a great blessing; it may help you in your work, but it can never take your place. God has given to all fathers and mothers the responsibility of bringing their children to Jesus, teaching them how to pray and believe in the word of God.”—*The Adventist Home*, p. 189.

## PERSONAL REVIEW QUESTIONS

1. Why are parents considered the primary educators of children?
2. How is the environment of the home related to the work of education?
3. What are the potential results of young children spending every day away from home?
4. How is the home education central to usefulness for the rest of your life?
5. Why are some parents tempted to blame the church for their own failures?

# The Church and Its Youth

“It is good for a man that he bear the yoke in his youth” (Lamentations 3:27).

“The Lord calls for young men and women to enter His service. The youth are receptive, fresh, ardent, hopeful. When once they have tasted the spirit of self-sacrifice, they will not be satisfied unless they are learning constantly of the great Teacher.”—*Our High Calling*, p. 306.

**Suggested Reading:** *Messages to Young People*, pp. 173–175.

*Sunday*

August 25

## 1. OUR FIRST DUTY

- a. Who did Jesus commend as examples of humble faith? Matthew 18:1–6.
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- b. What did Jesus ask of one of His most ardent disciples? John 21:15–17.
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“The first work that Christ entrusted to Peter on restoring him to the ministry was to feed the lambs. This was a work in which Peter had little experience. It would require great care and tenderness, much patience and perseverance. It called him to minister to those who were young in the faith, to teach the ignorant, to open the Scriptures to them, and to educate them for usefulness in Christ’s service.”—*The Desire of Ages*, p. 812.

“Although Peter had denied his Lord, the love which Jesus bore him never faltered. Just such love should the undershepherd feel for the sheep and lambs committed to his care. Remembering his own weakness and failure, Peter was to deal with his flock as tenderly as Christ had dealt with him.”—*Ibid.*, p. 815.

- c. What searching question will parents, educators, and church leaders of today face? Jeremiah 13:20.
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## 2. THE HIGHEST WORK

- a. What is the highest missionary work that can be done? Mark 10:13, 14, 16.
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“Very much has been lost to the cause of truth by a lack of attention to the spiritual needs of the young. Ministers of the gospel should form a happy acquaintance with the youth of their congregations. . . .

“Why should not labor for the youth in our borders be regarded as missionary work of the highest kind? It requires the most delicate tact, the most watchful consideration, the most earnest prayer for heavenly wisdom. The youth are the objects of Satan’s special attacks; but kindness, courtesy, and the sympathy which flows from a heart filled with love to Jesus, will gain their confidence, and save them from many a snare of the enemy.”—*Gospel Workers*, p. 207.

“The work that lies next to our church members is to become interested in our youth; for they need kindness, patience, tenderness, line upon line, precept upon precept. Oh, where are the fathers and mothers in Israel? There ought to be a large number who would be stewards of the grace of Christ, who would feel not merely a casual but a special interest in the young. There ought to be those whose hearts are touched by the pitiable situation in which our youth are placed, and who realize that Satan is working by every conceivable device to draw them into his net.”—*Counsels to Parents, Teachers, and Students*, pp. 41, 42.

“Nothing is of greater importance than the education of our children and young people. The church should arouse and manifest a deep interest in this work; for now as never before, Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death.”—*Ibid.*, p. 165.

- b. How did Jesus show the value of children? Matthew 18:2–4.
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“Calling a little child to Him, Jesus set him in the midst of them; then tenderly folding the little one in His arms He said, ‘Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.’ The simplicity, the self-forgetfulness, and the confiding love of a little child are the attributes that Heaven values. These are the characteristics of real greatness.”—*The Desire of Ages*, p. 437.

### 3. HOW TO FEED LAMBS

- a. **What should children be taught? Psalm 34:11. How should this be done?**
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“Special talent should be given to the education of the little ones. Many can put the crib high and give food to the sheep, but it is a more difficult matter to put the crib low and feed the lambs.”—*Testimonies*, vol. 6, p. 205.

“Let me say here that those who have never had children of their own are not usually the best qualified to manage wisely the varied minds of children and youth. They are apt to make one law, from which there can be no appeal. Teachers must remember that they themselves were once children. They should adapt their teaching to the minds of the children, placing themselves in sympathy with them.”—*Ibid.*, vol. 5, pp. 653, 654.

- b. **What spiritual experience should teachers have, and how should they then instruct the children? Deuteronomy 11:18–21.**
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“When Jesus admonished His disciples not to despise the little ones, He addressed all disciples in all ages. His own love and care for children is a precious example for His followers. If teachers in the Sabbath school felt the love which they should feel for these lambs of the flock, many more would be won to the fold of Christ. At every suitable opportunity, let the story of Jesus’ love be repeated to the children. In every sermon let a little corner be left for their benefit. The servant of Christ may have lasting friends in these little ones, and his words may be to them as apples of gold in pictures of silver.”—*Counsels on Sabbath School Work*, p. 76.

“The management and instruction of children is the noblest missionary work that any man or woman can undertake. By the proper use of objects the lessons should be made very plain, that their minds may be led from nature up to nature’s God. We must have in our schools those who possess the tact and skill to carry forward this line of work, thus sowing seeds of truth.”—*Testimonies*, vol. 6, p. 205.

- c. **What will be the results of faithfulness in educating? Proverbs 22:6; Joel 1:3.**
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#### 4. MAKING CHRISTIAN EDUCATION A PRIORITY

- a. What was the work of Christ? How is this also the work of the church? Isaiah 40:11.
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“The youth need more than a casual notice, more than an occasional word of encouragement. They need painstaking, prayerful, careful labor. He only whose heart is filled with love and sympathy will be able to reach those youth who are apparently careless and indifferent. Not all can be helped in the same way. God deals with each according to his temperament and character, and we must cooperate with Him. Often those whom we pass by with indifference, because we judge them from outward appearance, have in them the best material for workers, and will repay all the efforts bestowed on them. There must be more study given to the problem of how to deal with the youth, more earnest prayer.”—*Gospel Workers*, p. 208.

- b. What should guide in our schools for the youth? Proverbs 9:10.
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“It is high time for Sabbathkeepers to separate their children from worldly associations and place them under the very best teachers, who will make the Bible the foundation of all study.”—*Testimonies*, vol. 6, p. 109.

“Employ a Christian teacher, who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries.”—*Counsels to Parents, Teachers, and Students*, p. 174.

“Many families who, for the purpose of educating their children, move to places where our large schools are established. They should encourage the church of which they are members to establish a church school where the children within their borders could receive an all-round, practical Christian education. It would be vastly better for their children, for themselves, and for the cause of God if they would remain in the smaller churches, where their help is needed, instead of going to the larger churches, where, because they are not needed, there is a constant temptation to fall into spiritual inactivity.”—*Testimonies*, vol. 6, p. 198.

“The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us. Then let the church take hold of the school work in earnest and make it what the Lord desires it to be.”—*Counsels to Parents, Teachers, and Students*, p. 167.

## 5. YOUTH IN SERVICE

- a. What goal must our church schools have for each of our youth?  
Isaiah 54:13; 3 John 3, 4.

“Our church schools are ordained by God to prepare the children for this great work. Here children are to be instructed in the special truths for this time and in practical missionary work. . . . By them God’s message will be made known and His saving health to all nations. Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord’s heritage.”—*Testimonies*, vol. 6, p. 203.

- b. Why should we involve them in service early? Ecclesiastes 12:1; Lamentations 3:27.

“We need young men and women, who, having high intellectual culture, are fitted to do the best work for the Lord. We have done something toward reaching this standard, but still we are far behind that which the Lord has designed. As a church, as individuals, if we would stand clear in the judgment we must make more liberal efforts for the training of our young people, that they may be better fitted for the various branches of the great work committed to our hands. . . .

“Some would be content with the thorough education of a few of the most promising of our youth; but they all need an education that they may be fitted for usefulness in this life, qualified for places of responsibility in both private and public life.”—*Ibid.*, pp. 206, 207.

## PERSONAL REVIEW QUESTIONS

1. What does it mean to feed the lambs of the flock?
2. Why is the most important missionary work often overlooked?
3. How can we improve in the care of our children and youth?
4. What role does the church school have in the church’s work of education?
5. What opportunities can I help provide for training youth in my local church?

## First Sabbath Offering for the Lighthouse Missionary Bible School, Italy



To be a missionary in this world it is not enough to have faith and virtue. It is needful also to have knowledge. Without it the people of God “are destroyed” (Hosea 4:6). With this in mind, in 2013 the Scuola Biblica Missionaria IL FARO [Lighthouse Missionary Bible School] was established as the Seventh Day Adventist Reform Movement Italian Conference educational institution. “Ye are the light of the world” (Matthew 5:14) was the Bible verse that inspired the school’s motto, “Receive Light to Be Light.” The institution offers our young people and members of the church the opportunity to acquire knowledge and become more useful in voluntary missionary work.

The first course, a series of seminars organized by the school, began in 2013 and ended in January 2016. Students from France, Italy, Portugal, Spain, Bolivia, Congo, Ecuador, Peru, and Romania attended the course. Though many of them were not yet baptized, by the time they graduated, all but one remained unbaptized. Today graduates are involved in many missionary activities, and some of them have become officers of their local church or conference. We are very thankful to God for this first result.

The first course was held in the Poppi Church premises. However, last year one brother donated his property in Bricco Martino, Tigliole D’Asti (Asti), to be used for educational programs of the missionary school, as well as for other church events. This property has a building situated on a good piece of land in the country.

In order to run the programs for the school, we need to renovate half of the building to accommodate at least 20–25 persons, as well as a classroom and chapel. To do all the renovation, the Italian Conference does not have the finances. For this reason, we appeal to you dear brothers, sisters, and friend to give a generous donation for this project. This will enable the education programs of the LIGHTHOUSE Missionary Bible School, the only SDARM educational institution run in the Italian language, to continue to prepare people to be a light in this dark world, to preach the Good News and hasten the second coming of our Lord and Saviour Jesus Christ.

*Your brethren and sisters from the Italian Conference*

# The Work of the Missionary School

“I will instruct thee and teach thee in the way which thou shalt go” (Psalm 32:8).

“With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!”—*Education*, p. 271.

**Suggested Readings:** *Messages to Young People*, pp. 176–180;  
*Patriarchs and Prophets*, pp. 592–602.

## Sunday

September 1

### 1. THE GREAT NEED

a. What is the need of the world today? John 12:32.

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“While self is kept out of sight Jesus Christ must be ever lifted up and exalted.”—*The Voice in Speech and Song*, p. 322.

“Lift Him up, the Christ of Calvary; lift Him up, that the world may behold Him. Talk of His goodness, sing of His love, and give Him the grateful thanks of your hearts.”—*The Upward Look*, p. 37.

b. How is this work to be accomplished? Proverbs 23:12; Matthew 28:19.

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“We must educate, educate, to prepare a people who will understand the message, and then give the message to the world.”—*The Review and Herald*, February 6, 1908.

“Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.”—*Mind, Character, and Personality*, vol. 1, p. 53.

“As long as time shall last, we shall have need of schools.”—*Counsels to Parents, Teachers, and Students*, p. 417.

## 2. PHYSICAL TRAINING

- a. How does the call of Elisha highlight physical training as a preparation for spiritual work? 1 Kings 19:19.
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“Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill.”—*Education*, p. 220.

“In God’s plan for Israel every family had a home on the land with sufficient ground for tilling. Thus were provided both the means and the incentive for a useful, industrious, and self-supporting life. And no devising of men has ever improved upon that plan.”—*Counsels to Parents, Teachers, and Students*, p. 275.

“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.”—*Testimonies*, vol. 3, p. 153.

“Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. Our youth need an education in felling trees and tilling the soil as well as in literary lines. Different teachers should be appointed to oversee a number of students in their work and should work with them. . . .

“Daily, systematic labor should constitute a part of the education of youth even at this late period. Much can now be gained in this way. In following this plan the students will realize elasticity of spirit and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone.”—*Ibid.*, vol. 6, pp. 179, 180.

“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.”—*Ibid.*, p. 178.

### 3. MENTAL DEVELOPMENT

- a. How does the study of the Bible affect a person's mind? Hebrews 4:12; 1 Peter 1:23.
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"The mind will enlarge, if it is employed in tracing out the relation of the subjects of the Bible, comparing scripture with scripture, and spiritual things with spiritual. Go below the surface; the richest treasures of thought are waiting for the skillful and diligent student."—*Messages to Young People*, p. 262.

"A familiar acquaintance with the Scriptures sharpens the discerning powers, and fortifies the soul against the attacks of Satan."—*Ibid.*, p. 397.

"Let the mind grasp the stupendous truths of revelation, and it will never be content to employ its powers upon frivolous themes; it will turn with disgust from the trashy literature and idle amusements that are demoralizing the youth of today. Those who have communed with the poets and sages of the Bible, and whose souls have been stirred by the glorious deeds of the heroes of faith, will come from the rich fields of thought far more pure in heart and elevated in mind than if they had been occupied in studying the most celebrated secular authors, or in contemplating and glorifying the exploits of the Pharaohs and Herods and Caesars of the world."—*Ibid.*, pp. 255, 256.

- b. Through the influence of the Word, what is the New Covenant experience? Hebrews 8:10; Psalm 37:30, 31.
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"In the reverent contemplation of the truths presented in His word the mind of the student is brought into communion with the infinite mind. Such a study will not only refine and ennoble the character, but it cannot fail to expand and invigorate the mental powers."—*Patriarchs and Prophets*, pp. 596–599.

"The precious faith inspired of God imparts strength and nobility of character. As His goodness, His mercy, and His love are dwelt upon, clearer and still clearer will be the perception of truth; higher, holier, the desire for purity of heart and clearness of thought. The soul dwelling in the pure atmosphere of holy thought is transformed by intercourse with God through the study of His word. Truth is so large, so far-reaching, so deep, so broad, that self is lost sight of. The heart is softened and subdued into humility, kindness, and love."—*The Ministry of Healing*, pp. 465, 466.

#### 4. SPIRITUAL STRENGTH

- a. **How will Bible study and instruction lead to a deeper spiritual experience in our missionary students? 1 Peter 1:23; Ephesians 5:26.**
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“In giving us the privilege of studying His word, the Lord has set before us a rich banquet. Many are the benefits derived from feasting on His word, which is represented by Him as His flesh and blood, His spirit and life. By partaking of this word our spiritual strength is increased; we grow in grace and in a knowledge of the truth. Habits of self-control are formed and strengthened. The infirmities of childhood—fretfulness, willfulness, selfishness, hasty words, passionate acts—disappear, and in their place are developed the graces of Christian manhood and womanhood.”—*Counsels to Parents, Teachers, and Students*, p. 207.

“As man uses his talents, however small, with faithfulness, the Holy Spirit takes the things of God, and presents them anew to the mind. Through His Spirit God makes His word a vivifying power. It is quick and powerful, exerting a strong influence upon minds, not because of the learning or intelligence of the human agent, but because divine power is working with the human power. And it is to the divine power that all praise is to be given.”—*Testimonies*, vol. 8, p. 55.

- b. **What is the goal of true missionary education? 2 Peter 3:18.**
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“The highest class of education is that which will give such knowledge and discipline as will lead to the best development of character, and will fit the soul for that life which measures with the life of God. Eternity is not to be lost out of our reckoning. The highest education is that which will teach our children and youth the science of Christianity, which will give them an experimental knowledge of God’s ways, and will impart to them the lessons that Christ gave to His disciples, of the paternal character of God.”—*Counsels to Parents, Teachers, and Students*, pp. 45, 46.

“The education and training of the youth is an important and solemn work. The great object to be secured should be the proper development of character, that the individual may be fitted rightly to discharge the duties of the present life and to enter at last upon the future, immortal life. Eternity will reveal the manner in which the work has been performed.”—*Testimonies*, vol. 4, p. 418.

## 5. THE ALL-ROUND MISSIONARY

- a. What did Christ's work on earth involve? Matthew 4:23. How should we train our missionaries today to do a similar work? Why?
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"Let us remember that one most important agency is our medical missionary work. Never are we to lose sight of the great object for which our sanitariums are established—the advancement of God's closing work in the earth.

"Loma Linda is to be not only a sanitarium, but an educational center. With the possession of this place comes the weighty responsibility of making the work of the institution educational in character. A school is to be established here for the training of gospel medical missionary evangelists."—*Counsels on Health*, p. 233.

"The school at Madison not only educates in a knowledge of the Scriptures, but it gives a practical training that fits the student to go forth as a self-supporting missionary to the field to which he is called. In his student days he is taught how to build, simply and substantially, how to cultivate the land and care for the injured. This training for medical-missionary work is one of the grandest objects for which any school can be established. . . .

"The time is soon coming when God's people, because of persecution, will be scattered in many countries. Those who have received an all-round education will have the advantage where they are. The Lord reveals divine wisdom in thus leading His people to the training of all their faculties and capabilities for the work of disseminating truth."—*Manuscript Releases*, vol. 5, p. 280.

## PERSONAL REVIEW QUESTIONS

1. Why is the special work of preparing missionaries more important now than ever before?
2. Explain the role of manual labor in education.
3. Why does the study of the Bible afford the best mental development?
4. What will be the result when students feast on the Word of God on a regular basis?
5. What skills help to make a well-rounded missionary?



# Reaching the World

“And he said unto them, Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

“Our Lord Jesus Christ came to this world as the unwearied servant of man’s necessity. . . . It was His mission to bring to men complete restoration; He came to give them health and peace and perfection of character.”—*The Ministry of Healing*, p. 17.

**Suggested Reading:** *Evangelism*, pp. 15–18.

*Sunday*

*September 8*

## 1. YOUR MISSION

- a. What was Christ’s mission while on earth? John 18:37. What did He focus on in order to fulfil His mission? Hebrews 12:2.

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“Ever before Him He saw the result of His mission.”—*The Desire of Ages*, p. 410.

“He saw in all, souls whom it was His mission to save.”—*Gospel Workers*, p. 117.

“In all things He brought His wishes into strict abeyance to His mission. He glorified His life by making everything in it subordinate to the will of His Father.”—*The Ministry of Healing*, p. 19.

- b. What is to be our mission in life? John 15:12.

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“When we love the world as [Jesus] has loved it, then for us His mission is accomplished. We are fitted for heaven; for we have heaven in our hearts.”—*The Desire of Ages*, p. 641.

“The completeness of Christian character is attained when the impulse to help and bless others springs constantly from within.”—*The Acts of the Apostles*, p. 551.

## 2. A PLACE FOR ALL

- a. **What is significant about a lighted city on a dark night? Matthew 5:14.**
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“In the night of spiritual darkness God’s glory is to shine forth through His church in lifting up the bowed down and comforting those that mourn.

“All around us are heard the wails of a world’s sorrow. On every hand are the needy and distressed. It is ours to aid in relieving and softening life’s hardships and misery.”—*Christ’s Object Lessons*, p. 417.

- b. **What are we all called to be? Isaiah 43:10. Upon whom, then, does the responsibility of preaching the gospel fall?**
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“Every true disciple is born into the kingdom of God as a missionary.”—*The Desire of Ages*, p. 195.

“It is the privilege of every soul to be a living channel through which God can communicate to the world the treasures of His grace, the unsearchable riches of Christ. . . . All heaven is waiting for channels through which can be poured the holy oil to be a joy and blessing to human hearts.”—*Christ’s Object Lessons*, p. 419.

- c. **What responsibility is given to each lay member? Mark 13:34.**
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“The work of God in this earth can never be finished until the men and women comprising our church membership rally to the work, and unite their efforts with those of ministers and church officers.”—*Gospel Workers*, p. 352.

“[W]here there is an opening to obtain a livelihood, let families that are well grounded in the truth enter, one or two families in a place, to work as missionaries. . . . They can distribute our publications, hold meetings in their homes, become acquainted with their neighbors, and invite them to come to these meetings.”—*Testimonies*, vol. 8, p. 245.

“Let church members awake. Let them take hold and help to stay up the hands of the ministers and the workers, pushing forward the interests of the cause. . . . If a man exercises faith, and walks humbly with his God, he . . . can fill his appointed place.”—*The Review and Herald*, July 9, 1895.

### 3. A LIVING CHURCH

a. What was Jesus' parting instruction? Mark 16:15.

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"God calls for Christian families to go into the dark places of the earth and work wisely and perseveringly for those who are enshrouded in spiritual gloom. To answer this call requires self-sacrifice. While many are waiting to have every obstacle removed, souls are dying, without hope and without God. For the sake of worldly advantage, for the sake of acquiring scientific knowledge, men are willing to venture into pestilential regions and to endure hardship and privation. Where are those who are willing to do as much for the sake of telling others of the Saviour?"—*Prophets and Kings*, pp. 172, 173.

b. What is God calling us to do right now? Why? Romans 13:11, 12.

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"A working church is a growing church. The members find a stimulus and a tonic in helping others."—*Gospel Workers*, p. 198.

"The only way to grow in grace is to be disinterestedly doing the very work which Christ has enjoined upon us—to engage, to the extent of our ability, in helping and blessing those who need the help we can give them. Strength comes by exercise; activity is the very condition of life."—*Steps to Christ*, p. 80.

c. How may we hasten the second coming of Christ? Matthew 24:14.

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"It is the privilege of every Christian not only to look for but to hasten the coming of our Lord Jesus Christ, (2 Peter 3:12, margin). Were all who profess His name bearing fruit to His glory, how quickly the whole world would be sown with the seed of the gospel. Quickly the last great harvest would be ripened, and Christ would come to gather the precious grain."—*Christ's Object Lessons*, p. 69.

"When the members of the church of God do their appointed work in the needy fields at home and abroad, in fulfillment of the gospel commission, the whole world will soon be warned and the Lord Jesus will return to this earth with power and great glory."—*The Acts of the Apostles*, p. 111.

#### 4. HOW JESUS WORKED

- a. What methods did Jesus use in His work for others? Matthew 9:35, 36.

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“Christ’s method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, ‘Follow Me.’”—*The Ministry of Healing*, p. 143.

“He sought them in the public streets, in private houses, on the boats, in the synagogue, by the shores of the lake, and at the marriage feast. He met them at their daily vocations, and manifested an interest in their secular affairs. He carried His instruction into the household, bringing families in their own homes under the influence of His divine presence. His strong personal sympathy helped to win hearts.”—*The Desire of Ages*, p. 151.

“Let the world see that we are not selfishly absorbed in our own interests, but that we desire others to share our blessings and privileges. Let them see that our religion does not make us unsympathetic or exacting. Let all who profess to have found Christ, minister as He did for the benefit of men.”—*Ibid.*, p. 152.

- b. Who sought a private interview with Jesus? John 3:2. How does this visit illustrate a large part of Jesus’ ministry?

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“We are not to wait for souls to come to us; we must seek them out where they are. When the word has been preached in the pulpit, the work has but just begun. There are multitudes who will never be reached by the gospel unless it is carried to them.”—*Christ’s Object Lessons*, p. 229.

“To a great degree this must be accomplished by personal labor. This was Christ’s method. His work was largely made up of personal interviews. He had a faithful regard for the one-soul audience. Through that one soul the message was often extended to thousands.”—*Ibid.*

“He passed by no human being as worthless, but sought to apply the healing remedy to every soul. . . . He sought to inspire with hope the roughest and most unpromising, setting before them the assurance that they might become blameless and harmless, attaining such a character as would make them manifest as the children of God.”—*The Ministry of Healing*, pp. 25, 26.

**5. SHINE****a. What does Jesus direct us to do? Matthew 5:16.**

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“Christ does not bid His followers strive to shine. He says, *Let your light shine*. If you have received the grace of God, the light is in you. Remove the obstructions, and the Lord’s glory will be revealed. The light will shine forth to penetrate and dispel the darkness. You cannot help shining within the range of your influence.”—*Christ’s Object Lessons*, p. 420. [Emphasis in original.]

“Heavenly intelligences are waiting to cooperate with human instrumentalities, that they may reveal to the world what human beings may become and what, through their influence, they may accomplish for the saving of souls that are ready to perish. He who is truly converted will be so filled with the love of God that he will long to impart to others the joy that he himself possesses.”—*Testimonies*, vol. 9, p. 30.

“There is no limit to the usefulness of one who, putting self aside, makes room for the working of the Holy Spirit upon his heart and lives a life wholly consecrated to God.”—*The Ministry of Healing*, p. 159.

**b. What impact is the church to have upon the world? Acts 17:6.**

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“When those who profess to serve God follow Christ’s example, practicing the principles of the law in their daily life; when every act bears witness that they love God supremely and their neighbor as themselves, then will the church have power to move the world.”—*Christ’s Object Lessons*, p. 340.

**PERSONAL REVIEW QUESTIONS**

1. What can we learn from Jesus’ mission as related to our own?
2. What personal mission has God given me?
3. How can a church remain a living church?
4. What was Jesus’ method of reaching people?
5. How does a follower of Jesus shine their light?

# Building for Eternity

“Being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ” (Philippians 1:6).

“He who cooperates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God’s ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.”—*Education*, p. 19.

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

*Sunday*

*September 15*

## 1. A HIGHER PURPOSE

- a. What do we have to look forward to in eternity? 1 Corinthians 2:9; Isaiah 64:4.

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“God’s ideal for His children is higher than the highest human thought can reach. ‘Be ye therefore perfect, even as your Father which is in heaven is perfect.’ This command is a promise. The plan of redemption contemplates our complete recovery from the power of Satan.”—*The Desire of Ages*, p. 311.

“The education begun here will not be completed in this life; it will be going forward throughout eternity, ever progressing, never completed. Day by day the wonderful works of God, the evidences of His miraculous power in creating and sustaining the universe, will open before the mind in new beauty. In the light that shines from the throne, mysteries will disappear, and the soul will be filled with astonishment at the simplicity of the things that were never before comprehended.”—*Testimonies*, vol. 8, p. 328.

## 2. BUILDING IN YOUR LIFE EXPERIENCE

- a. **What often accompanies us in our Christian life, and what should our attitude be as a result? Why? 1 Peter 4:12, 13.**
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“God’s children are always being tested in the furnace of affliction. If they endure the first trial, it is not necessary for them to pass through a similar ordeal the second time; but if they fail, the trial is brought to them again and again, each time being still more trying and severe. Thus opportunity after opportunity is placed before them of gaining the victory and proving themselves true to God. But if they continue to manifest rebellion, God is compelled at last to remove His Spirit and light from them.”—*The SDA Bible Commentary* [E. G. White Comments], vol. 4, p. 1146.

- b. **What is tested by the fire of trial? 1 Corinthians 3:9, 10, 12.**
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“It makes every difference what material is used in the character building. The long-expected day of God will soon test every man’s work. ‘The fire shall try every man’s work of what sort it is.’ As fire reveals the difference between gold, silver, and precious stones, and wood, hay, and stubble, so the day of judgment will test characters, showing the difference between characters formed after Christ’s likeness and characters formed after the likeness of the selfish heart. All selfishness, all false religion, will then appear as it is. The worthless material will be consumed; but the gold of true, simple, humble faith will never lose its value. It can never be consumed; for it is imperishable. One hour of transgression will be seen to be a great loss, while the fear of the Lord will be seen to be the beginning of wisdom. The pleasure of self-indulgence will perish as stubble, while the gold of steadfast principle, maintained at any cost, will endure forever.”—*Ibid.*, vol. 6, pp. 1087, 1088.

“This character building is a most important work. It is not a work that ends in this life, but which tells in the future life. What you make of yourself here through the merits and grace of Christ will be retained through eternal ages, and I am most earnest that you should not meet a low standard. ‘Learn of me,’ says the Great Teacher, ‘I am meek and lowly in heart: and ye shall find rest to your soul.’ The peace that Christ gives will never, never bring sorrow with it.”—*This Day With God*, p. 37.

### 3. HOW GOD USES FIRE

#### a. What is revealed by the fire? 1 Corinthians 3:13.

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“The angels of God are walking up and down the streets of these cities, and marking the deeds of men. They record in the books of God’s remembrance the words of faith, the acts of love, the humility of spirit; and in that day when every man’s work shall be tried of what sort it is, the work of the humble follower of Christ will stand the test, and will receive the commendation of Heaven.”—*The SDA Bible Commentary* [E. G. White Comments], vol. 7, p. 987.

“Young men and women should regard a good character as a capital of more value than gold or silver or stocks. It will be unaffected by panics and failures, and will bring rich returns when earthly possessions shall be swept away. . . . Integrity, firmness, and perseverance are qualities which 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.”—*Testimonies*, vol. 4, p. 656.

#### b. How were Lot and Solomon saved “as by fire?” Genesis 19:16, 17; 1 Kings 11:4.

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“Lot chose Sodom as a place of residence because he looked more to the temporal advantages he would gain than to the moral influences that would surround himself and his family. What did he gain so far as the things of this world are concerned? His possessions were destroyed, part of his children perished in the destruction of that wicked city, his wife was turned to a pillar of salt by the way, and he himself was saved ‘so as by fire.’ Nor did the evil results of his selfish choice end here; but the moral corruption of the place was so interwoven with the character of his children that they could not distinguish between good and evil, sin and righteousness.”—*Messages to Young People*, p. 419.

“Solomon may have been saved ‘as by fire,’ yet his repentance could not efface those high places, nor demolish those stones, which remained as evidences of his crimes. He dishonored God, choosing rather to be controlled by lust than to be a partaker of the divine nature.”—*The SDA Bible Commentary* [E. G. White Comments], vol. 2, p. 1031.



#### 4. ETERNAL CONSEQUENCES

- a. **How does the fire affect our learning and our future? 1 Corinthians 3:14, 15.**
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“Eternity is before us. All improvements we make here of our mental powers, all the high attainments we make in refining and elevating ourselves by connecting closely with heaven, will be translated with us, while if we dwarf our capabilities by inaction, if we deteriorate our talents, which are susceptible of the highest cultivation, we cannot in the better world redeem that past neglect of self-culture, that great loss.

“Some may be saved as by fire. Their useless life has brought to them infinite loss. We should make improvement in this life, all that we can by the help and grace of God, knowing we can take these improvements with us into heaven. We will glorify our Father in heaven in proportion as we purify and perfect our characters here.”—*Manuscript Releases*, vol. 9, p. 21.

“To go forth into the next, the future life, deprived of half the power which might be carried there is a terrible thought. The days of probation lost here in acquiring a fitness for heaven, is a loss which will never be recovered. The capacities of enjoyment will be less in the future life for the misdemeanors and abuse of moral powers in this life. However high we might attain in the future life, we might soar higher and still higher, if we had made the most of our God-given privileges and golden opportunities.”—*This Day With God*, p. 350.

- b. **How did Daniel and his companions show the results of building their education on the eternal Rock? Daniel 1:20.**
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“The youth should be learners for the next world. Perseverance in the acquisition of knowledge, controlled by the fear and love of God, will give them an increased power for good in this life, and those who have made the most of their privileges to reach the highest attainments here, will take these valuable acquisitions with them into the future life. They have sought and obtained that which is imperishable. The capability to appreciate the glories that ‘eye hath not seen, nor ear heard,’ will be proportionate to the attainments reached in the cultivation of the faculties in this life.”—*Fundamentals of Christian Education*, p. 49.

**5. REDEEMING THE TIME**

- a. **How can we make up for lost opportunities? Ephesians 5:16.**
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“We are admonished to redeem the time. But time squandered can never be recovered. We cannot call back even one moment. The only way in which we can redeem our time is by making the most of that which remains, by being coworkers with God in His great plan of redemption.”—*Christ’s Object Lessons*, p. 342.

“The greatest possible good we can do to our fellow men is to overcome our own faults and improve our characters, making them as excellent and symmetrical as possible.”—*Manuscript Releases*, vol. 9, p. 21.

- b. **How much time are we given to make the right decision? Hebrews 3:12–15.**
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“We should watch and work and pray as though this were the last day that would be granted us. How intensely earnest, then, would be our life. How closely would we follow Jesus in all our words and deeds.”—*Testimonies*, vol. 5, p. 200.

- c. **What should our prayer be? Psalm 139:23, 24.**
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“Lord, take my heart; for I cannot give it. It is Thy property. Keep it pure, for I cannot keep it for Thee. Save me in spite of myself, my weak, unchristlike self. Mold me, fashion me, raise me into a pure and holy atmosphere, where the rich current of Thy love can flow through my soul.”—*Christ’s Object Lessons*, p. 159.

**PERSONAL REVIEW QUESTIONS**

1. **How does education throughout our lifetime constitute only a beginning?**
2. **What purpose does testing and trial serve in the work of education?**
3. **How do our choices affect our usefulness and even our eternal destiny?**
4. **What does it mean to be saved “as by fire”?**
5. **How can we ensure that we do the best work for eternity?**

# The Promise of the Spirit

“And after these things I saw another angel come down from heaven, having great power; and the earth was lightened with his glory” (Revelation 18:1).

“Learning, talents, eloquence, every natural or acquired endowment, may be possessed; but without the presence of the Spirit of God, no heart will be touched, no sinner be won to Christ. On the other hand, if they are connected with Christ, if the gifts of the Spirit are theirs, the poorest and most ignorant of His disciples will have a power that will tell upon hearts.”—*Christ’s Object Lessons*, p. 328.

**Suggested Reading:** *The Acts of the Apostles*, pp. 47–56.

*Sunday*

*September 22*

## 1. THE FORMER AND LATTER RAIN

- a. How was the outpouring of the Holy Spirit in the early church foretold? Luke 24:49; Joel 2:23.

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“Under the figure of the early and the latter rain, that falls in Eastern lands at seedtime and harvest, the Hebrew prophets foretold the bestowal of spiritual grace in extraordinary measure upon God’s church.”—*The Acts of the Apostles*, p. 54.

- b. What prophecy will reach a dual fulfillment in the end of time? What should we be doing in anticipation of this time? Zechariah 10:1.

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“The great work of the gospel is not to close with less manifestation of the power of God than marked its opening. The prophecies which were fulfilled in the outpouring of the former rain at the opening of the gospel are again to be fulfilled in the latter rain at its close.”—*The Great Controversy*, pp. 611, 612.

## 2. THE SPIRIT'S WORK OF EDUCATION AND TRANSFORMATION

### a. What work does the Holy Spirit perform today? John 16:13.

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“The Comforter is called ‘the Spirit of truth.’ His work is to define and maintain the truth. He first dwells in the heart as the Spirit of truth, and thus He becomes the Comforter. There is comfort and peace in the truth, but no real peace or comfort can be found in falsehood. It is through false theories and traditions that Satan gains his power over the mind. By directing men to false standards, he misshapes the character. Through the Scriptures the Holy Spirit speaks to the mind, and impresses truth upon the heart. Thus He exposes error, and expels it from the soul. It is by the Spirit of truth, working through the word of God, that Christ subdues His chosen people to Himself.”—*The Desire of Ages*, p. 671.

### b. What change does the Spirit make within the believer? 2 Thessalonians 2:13.

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“If men are willing to be molded, there will be brought about a sanctification of the whole being. The Spirit will take the things of God and stamp them on the soul. By His power the way of life will be made so plain that none need err therein.”—*The Acts of the Apostles*, p. 53.

“Those only who are constantly receiving fresh supplies of grace, will have power proportionate to their daily need and their ability to use that power. Instead of looking forward to some future time when, through a special endowment of spiritual power, they will receive a miraculous fitting up for soul winning, they are yielding themselves daily to God, that He may make them vessels meet for His use. Daily they are improving the opportunities for service that lie within their reach. Daily they are witnessing for the Master wherever they may be, whether in some humble sphere of labor in the home, or in a public field of usefulness. . . .

“Morning by morning, as the heralds of the gospel kneel before the Lord and renew their vows of consecration to Him, He will grant them the presence of His Spirit, with its reviving, sanctifying power. As they go forth to the day’s duties, they have the assurance that the unseen agency of the Holy Spirit enables them to be ‘laborers together with God.’”—*Ibid.*, pp. 55, 56.

### 3. FRUIT OF THE SPIRIT DISPLAYED

a. What fruit does the Spirit of God produce? Galatians 5:22, 23. How?

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“In describing to His disciples the office work of the Holy Spirit, Jesus sought to inspire them with the joy and hope that inspired His own heart. He rejoiced because of the abundant help He had provided for His church. The Holy Spirit was the highest of all gifts that He could solicit from His Father for the exaltation of His people. The Spirit was to be given as a regenerating agent, and without this the sacrifice of Christ would have been of no avail. The power of evil had been strengthening for centuries, and the submission of men to this satanic captivity was amazing. Sin could be resisted and overcome only through the mighty agency of the Third Person of the Godhead, who would come with no modified energy, but in the fullness of divine power. It is the Spirit that makes effectual what has been wrought out by the world’s Redeemer. It is by the Spirit that the heart is made pure. Through the Spirit the believer becomes a partaker of the divine nature. Christ has given His Spirit as a divine power to overcome all hereditary and cultivated tendencies to evil, and to impress His own character upon His church.”—*The Desire of Ages*, p. 671.

“What was the result of the outpouring of the Spirit on the Day of Pentecost? . . . Every Christian saw in his brother a revelation of divine love and benevolence. One interest prevailed; one subject of emulation swallowed up all others. The ambition of the believers was to reveal the likeness of Christ’s character and to labor for the enlargement of His kingdom.”—*The Acts of the Apostles*, p. 48.

b. What can God do for those who will fully surrender? Ephesians 5:18 (last part).

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“To Jesus, who emptied Himself for the salvation of lost humanity, the Holy Spirit was given without measure. So it will be given to every follower of Christ when the whole heart is surrendered for His indwelling. Our Lord Himself has given the command, ‘Be filled with the Spirit’ (Ephesians 5:18), and this command is also a promise of its fulfillment. It was the good pleasure of the Father that in Christ should ‘all the fullness dwell,’ and ‘in Him ye are made full.’ Colossians 1:19, R.V.; 2:10, R.V.”—*Thoughts From the Mount of Blessing*, p. 21.

#### 4. BEING READY

##### a. What should we do in anticipation of the latter rain? Luke 11:13.

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“The lapse of time has wrought no change in Christ’s parting promise to send the Holy Spirit as His representative. It is not because of any restriction on the part of God that the riches of His grace do not flow earthward to men. If the fulfillment of the promise is not seen as it might be, it is because the promise is not appreciated as it should be. If all were willing, all would be filled with the Spirit. Wherever the need of the Holy Spirit is a matter little thought of, there is seen spiritual drought, spiritual darkness, spiritual declension and death. Whenever minor matters occupy the attention, the divine power which is necessary for the growth and prosperity of the church, and which would bring all other blessings in its train, is lacking, though offered in infinite plenitude.”—*The Acts of the Apostles*, p. 50.

“We need not worry about the latter rain. All we have to do is to keep the vessel clean and right side up and prepared for the reception of the heavenly rain, and keep praying, ‘Let the latter rain come into my vessel.’”—*The Upward Look*, p. 283.

“I saw that many were neglecting the preparation so needful and were looking to the time of ‘refreshing’ and the ‘latter rain’ to fit them to stand in the day of the Lord and to live in His sight. . . . I saw that none could share the ‘refreshing’ unless they obtain the victory over every besetment, over pride, selfishness, love of the world, and over every wrong word and action. We should, therefore, be drawing nearer and nearer to the Lord and be earnestly seeking that preparation necessary to enable us to stand in the battle in the day of the Lord.”—*Early Writings*, p. 71.

##### b. What can we learn from Elijah’s prayer for rain? 1 Kings 18:41–44.

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“[Elijah] kept reviewing his life, to see where he had failed to honor God, he confessed his sins, and thus continued to afflict his soul before God, while watching for a token that his prayer was answered. As he searched his heart, he seemed to be less and less, both in his own estimation and in the sight of God. It seemed to him that he was nothing, and that God was everything; and when he reached the point of renouncing self, while he clung to the Saviour as his only strength and righteousness, the answer came.”—*The Review and Herald*, May 26, 1891.

## 5. THE CLOSING SCENE

- a. What final work of education is still ahead of us? Habakkuk 2:14.
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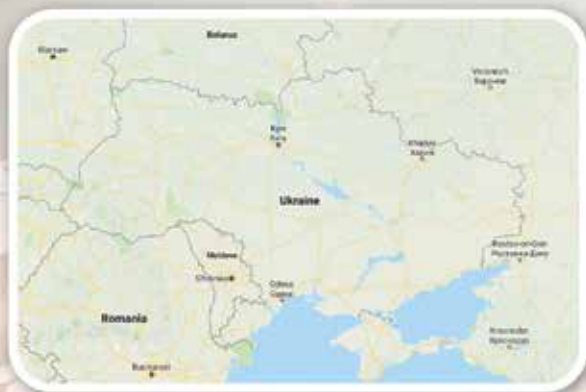
“As the time comes for [the third angel’s message] to be given with greatest power, the Lord will work through humble instruments, leading the minds of those who consecrate themselves to His service. The laborers will be qualified rather by the unction of His Spirit than by the training of literary institutions. Men of faith and prayer will be constrained to go forth with holy zeal, declaring the words which God gives them. The sins of Babylon will be laid open. The fearful results of enforcing the observances of the church by civil authority, the inroads of spiritualism, the stealthy but rapid progress of the papal power—all will be unmasked. By these solemn warnings the people will be stirred. Thousands upon thousands will listen who have never heard words like these.”—*The Great Controversy*, p. 606.

“The message will be carried not so much by argument as by the deep conviction of the Spirit of God. The arguments have been presented. The seed has been sown, and now it will spring up and bear fruit. The publications distributed by missionary workers have exerted their influence, yet many whose minds were impressed have been prevented from fully comprehending the truth or from yielding obedience. Now the rays of light penetrate everywhere, the truth is seen in its clearness, and the honest children of God sever the bands which have held them. Family connections, church relations, are powerless to stay them now. Truth is more precious than all besides. Notwithstanding the agencies combined against the truth, a large number take their stand upon the Lord’s side.”—*Ibid.*, p. 612.

## PERSONAL REVIEW QUESTIONS

1. How will the experiences of the early Christian church (as described in Lesson 1) be of special importance to the final generation?
2. Why is reception of the former and latter rain part of the work of true education?
3. What fruit is to be developed as the result of the Spirit’s work?
4. How can I be ready for the latter rain?
5. How will the church’s work of education on this earth be completed?

# First Sabbath Offerings



**JULY 6**  
for a Health Center in Ukraine  
(See p. 4.)

**AUGUST 3**  
for Missionary Schools  
(See p. 25.)



**SEPTEMBER 7**  
for the Lighthouse Mis-  
sionary Bible School, Italy  
(See p. 51.)