

Ellen G. White Estate

# EDUCATION



Study Guide



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# **Education — Study Guide**

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**Ellen G. White Estate**

**1999**

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## **Information about this Book**

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### **About the Author**

Ellen G. White (1827-1915) is considered the most widely translated American author, her works having been published in more than 160 languages. She wrote more than 100,000 pages on a wide variety of spiritual and practical topics. Guided by the Holy Spirit, she exalted Jesus and pointed to the Scriptures as the basis of one's faith.

### **Further Links**

[A Brief Biography of Ellen G. White](#)  
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at [mail@whiteestate.org](mailto:mail@whiteestate.org). We are thankful for your interest and feedback and wish you God's blessing as you read.

“True education means more than the pursual 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](#).

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## Study Guide for the Book Education

[2]

In the earliest efforts of the Seventh-day Adventist Church to plan for the education of its young people, Ellen White was foremost in urging a system separate from the public school program. She saw the education of young people as an opportunity to develop the total person—the physical, the mental, and the spiritual. “It is the nicest work ever assumed by men and women to deal with youthful minds,” declared Ellen White in her first major published statement on education appearing in 1872. Today the Adventist educational system is one of the largest undertaken by any church in the world. Adventist schools from the beginning have been evangelistic agencies.

A first compilation by Ellen White on education appeared in 1893 titled *Christian Education*. This 255-page book was a grouping of materials drawn together from published and manuscript sources. It served as Ellen White’s basic statement on education for ten years. Then, in 1903, *Education* appeared, replacing the earlier book as an enlarged and well-rounded presentation written for both Adventists and non-Adventists.

Parents, teachers, and students will benefit from a study of its pages. But more than this, the counsel is of value in a general way to all readers, with its insights into Christ’s methods of working, the importance of the study of the Bible, and the value of vocational programs, to mention a few areas. Its sound principles have been admired as the ideal in education by many authorities beyond the church.

This study guide can be considered useful for prayer meetings, youth groups, and teachers and parents. The reader’s attention should be drawn to two books for companion study—*Fundamentals of Christian Education and Counsels to Parents, Teachers, and Students*. A third, *Counsels on Education*, reproducing the education counsels found in the nine volumes of Testimonies for the Church, is available in English only.

[4]

## Lesson One—First Principles

Reading assignment: pages 13-30

1. “True education means more than the \_\_\_\_\_ -  
\_\_\_\_\_ of a certain \_\_\_\_\_ of \_\_\_\_\_ -  
\_\_\_\_\_. It means more than a \_\_\_\_\_ for  
the \_\_\_\_\_ that now is. It has to do with the  
\_\_\_\_\_, and with the whole period of \_\_\_\_\_ -  
\_\_\_\_\_ possible to man.” (13)

2. What two joys does true education prepare the student for?  
(13) \_\_\_\_\_ -  
\_\_\_\_\_

3. How does nature illustrate the thought that the world’s great  
thinkers only reflect Christ? (14) \_\_\_\_\_ -  
\_\_\_\_\_

4. In what communion is found the highest character? (14)

5. In order to understand what is comprehended in the work  
of education, what four things do we need to consider? (14,  
15) \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Make a comparison study of what Adam was physically,  
mentally, and spiritually at Creation and what he became af-  
ter he sinned. (15) \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_

7. What is the “object of education, the great object of life?” (15,  
16) \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_

8. What is the basis of creation, redemption, and of true education? (16) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. “\_\_\_\_\_ underlies all true \_\_\_\_\_.” (16)

10. Why do we need more than nature to help us to understand God? (17) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What power do we have that is “akin to that of the Creator”? [5] (17) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. “It is the work of true education to develop this power, to train the \_\_\_\_\_ to be \_\_\_\_\_, and not mere \_\_\_\_\_ of other men’s \_\_\_\_\_.” (17)

13. Finish the following sentence: Our institutions of learning should “send forth men \_\_\_\_\_.” (18)

14. “Higher than the highest \_\_\_\_\_ can reach is God’s \_\_\_\_\_ for His children. Godliness — \_\_\_\_\_ — is the goal to be reached.” (18)

15. What passport will the right education give to every student? (19) \_\_\_\_\_  
\_\_\_\_\_

16. In the model school set up at Creation, the “\_\_\_\_\_ of \_\_\_\_\_ was the schoolroom, \_\_\_\_\_ was the lesson book, the \_\_\_\_\_

\_\_\_\_\_ was the instructor, and the \_\_\_\_\_ of the \_\_\_\_\_ were the students.” (20)

17. Summarize the physical, mental, and spiritual endowments that were given to Adam and Eve in the beginning. (20) \_\_\_\_\_ -

18. For Adam and Eve useful occupation was given “to strengthen the \_\_\_\_\_, to expand the \_\_\_\_\_ and to develop the \_\_\_\_\_.”

(21)

19. Note the things in the book of nature that taught Adam and Eve. (21) \_\_\_\_\_ -

20. For what several reasons were our first parents given the power of choice? \_\_\_\_\_ -

To accomplish this what did God place in the Garden of Eden? (23) \_\_\_\_\_ -

21. What did Satan (the serpent) claim to be the result of eating of the forbidden tree? (24) \_\_\_\_\_ -

22. What *two* things were gained by Adam and Eve by eating of the forbidden tree? (25)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

[6] 23. “It was \_\_\_\_\_ of God’s \_\_\_\_\_, \_\_\_\_\_ of His \_\_\_\_\_, and \_\_\_\_\_ of His \_\_\_\_\_ that made our first parents transgressors.” (25)

24. Adam and Eve were driven from Eden because “its perfection could not teach them \_\_\_\_\_.” (25)

25. After sin what lessons could man learn from nature that he did not know before? (26) \_\_\_\_\_ -

26. How was man's relationship to the other creatures changed because of sin? (26) \_\_\_\_\_

27. Why did God pronounce sentence of death upon Satan before telling our first parents the results of sin in their lives? (27) \_\_\_\_\_

28. How does nature, even though marred by sin, continue to testify to God's love and healing power? (27) \_\_\_\_\_

29. "While Christ opens \_\_\_\_\_ to man, the life which He \_\_\_\_\_ opens the heart of \_\_\_\_\_ to heaven." (28)

30. What *three* things does sin do to us? (28, 29)

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_

31. "Not only \_\_\_\_\_ but \_\_\_\_\_ power, a perception of \_\_\_\_\_, a desire for \_\_\_\_\_, exists in every \_\_\_\_\_." (29)

32. Because of sin, there is in man's nature "a bent to \_\_\_\_\_, a \_\_\_\_\_ which, unaided, he cannot \_\_\_\_\_." Where only can man get the power to resist? (29)

33. Why is the following statement true? "In the highest sense the work of education and the work of redemption are one." (30) \_\_\_\_\_

## Lesson Two—Illustrations

Reading assignment: pages 33-70

1. “The system of education established in Eden centered in the \_\_\_\_\_.” “The family was the \_\_\_\_\_, and the parents were the \_\_\_\_\_.”  
(33)

2. In what several ways did God seek to strengthen the faith of the Israelites in their journey through the desert to Canaan? (34)

3. Why did the Lord give Israel a sanctuary in which to worship in the wilderness? (35)

4. Israel was to learn what lessons in labor and in giving for the sanctuary? (37)

5. For what *two* reasons were sanitary regulations enforced in Israel? (38)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

6. “The education of the Israelites included all their \_\_\_\_\_ of \_\_\_\_\_.”

How is this requirement of God demonstrated as wise?  
(38)

7. At what two times in their journey through the wilderness did Israel learn lessons by singing? (39)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

8. In what several ways was Israel blessed by song?  
(39)

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9. “True education is not the \_\_\_\_\_ of instruction on an \_\_\_\_\_ and \_\_\_\_\_ mind. The \_\_\_\_\_ powers must be awakened, the \_\_\_\_\_ aroused.” (41)

10. Consider several of the ways that God gave lessons to Israel. (41) \_\_\_\_\_

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11. “In the arrangements for the education of the chosen people it is made manifest that \_\_\_\_\_.” (41)

12. In what ways were the yearly feasts used to educate Israel? [8] (41-43) \_\_\_\_\_

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13. How was every family safeguarded from the extremes of wealth or poverty? (43) \_\_\_\_\_

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14. What *double* purpose was served by letting the land lie fallow every seventh year? (43)

(a) \_\_\_\_\_ (b) \_\_\_\_\_

15. What was tithing designed to teach Israel? (44) \_\_\_\_\_

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16. Why did God introduce prophets into the education of Israel? (45, 46) \_\_\_\_\_

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17. “In the \_\_\_\_\_ the prophet was one who spoke by \_\_\_\_\_, communicating to the people the \_\_\_\_\_ he had received from \_\_\_\_\_.” (46)

18. Name *three* purposes that were served by the schools of the prophets. (46) \_\_\_\_\_

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19. "Every \_\_\_\_\_, whether his \_\_\_\_\_ were rich or poor, was taught some \_\_\_\_\_." (47)

20. List the chief subjects of study in the schools of the prophets. (47) \_\_\_\_\_

\_\_\_\_\_ Discuss.

21. On what basis did the Lord pronounce David "a man after mine own heart?" (48) \_\_\_\_\_

22. What were the consequences to Solomon of casting off his allegiance to God? (49) \_\_\_\_\_

23. Discuss the following statement: "The discipline and training that God appointed for Israel would cause them, in all their ways of life, to differ from the people of other nations." (49) \_\_\_\_\_

[9] 24. As the lives of Joseph, Daniel, Moses, Elijah, and Paul are studied, consider their education in early years versus later years. (51-70) \_\_\_\_\_

25. Discuss the statement: "Joseph bore alike the test of adversity and of prosperity." (52) \_\_\_\_\_

26. What were the two major dangers to Daniel and his companions in partaking of food from the king's table? (55)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

27. What character qualities distinguished Daniel? (56) \_\_\_\_\_

28. Complete the following quotation: "The greatest want of the world is the want of men— (57) \_\_\_\_\_



\_\_\_\_\_”  
 \_\_\_\_\_.”  
 29. ” \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, are but lent \_\_\_\_\_.”

(57)

30. What tests did Elisha successfully pass in his prophetic training? (58) \_\_\_\_\_

31. “Through no other woman, save Mary of Nazareth, has the world received greater blessing.” Who is this, and why was such a statement made? (61) \_\_\_\_\_

32. What did Moses learn: (a) From Egypt? \_\_\_\_\_  
 \_\_\_\_\_ (b) From God in Midian? \_\_\_\_\_

(62)

33. How did Paul’s background as a fiery, intellectual rabbi fit him to be a Christian? (64) \_\_\_\_\_

34. Contrast the Jewish rabbis with the followers of Jesus. [10]  
 (65) \_\_\_\_\_

35. Study the methods that Paul used as he  
 (a) spoke to the heathen Lystrians,  
 (b) sang in the dungeons of Phillipi  
 (c) reasoned before the council at Athens, and  
 (d) appeared in the court of Festus. (66, 67)

36. “Moses counted the \_\_\_\_\_ of Christ  
 greater riches than the \_\_\_\_\_ in Egypt. He  
 counted it so \_\_\_\_\_.” (68)

## Lesson Three—The Master Teacher

Reading assignment: pages 73-96

1. It would be helpful to make a listing of the principles of good teaching as illustrated by Christ from the two chapters in this section. Many of these will be dealt with as the study progresses. \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_ -

2. “In the \_\_\_\_\_ sent from God, \_\_\_\_\_ -  
 \_\_\_\_\_ gave to men its \_\_\_\_\_ and  
 \_\_\_\_\_.” (73)

3. When Christ appeared on this earth in person, “\_\_\_\_\_ -  
 \_\_\_\_\_ had taken the place of divine revelation. Instead of the  
 heaven-given \_\_\_\_\_ truth, men had accepted a  
 standard of their own \_\_\_\_\_.” (74)

4. List some of the wrong ideas of God that men had when Christ was here. (75, 76) \_\_\_\_\_ -  
 \_\_\_\_\_ -

5. Christ came to restore the knowledge of \_\_\_\_\_ -  
 \_\_\_\_\_. (76)

6. List *four* things that God’s law is designed to do for human beings. (76, 77)

a). \_\_\_\_\_

b). \_\_\_\_\_

c). \_\_\_\_\_

d). \_\_\_\_\_

7. What were some of the conditions and surroundings in Christ’s early life? (77) \_\_\_\_\_ -  
 \_\_\_\_\_

8. The education of Christ was gained from:

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_ (77)

9. What Christ taught He \_\_\_\_\_ (78)

10. How can we explain that though Christ was a faithful reprover and denouncer of wrong, yet He drew people to Him? (79) \_\_\_\_\_

\_\_\_\_\_

11. “Looking upon them with hope, He [Christ] inspired \_\_\_\_\_ [12] \_\_\_\_\_ Meeting them with \_\_\_\_\_, He inspired \_\_\_\_\_. Revealing in Himself man’s \_\_\_\_\_, He awakened . . . both \_\_\_\_\_ and \_\_\_\_\_.” (80)

12. The everyday experience of Christ was “an outpouring of His life.” How did He do this? What lesson is there in this for us? (80) \_\_\_\_\_

\_\_\_\_\_

13. Why didn’t Jesus’ teaching deal with mysteries and scientific lines and abstract theories? (81) \_\_\_\_\_

14. What did Jesus teach instead of theories? (81) \_\_\_\_\_

15. “Never can there be a \_\_\_\_\_ of life, a \_\_\_\_\_ in human \_\_\_\_\_, which has not been \_\_\_\_\_ in His \_\_\_\_\_.” (81)

16. Jesus spoke “to the little child in the \_\_\_\_\_ of \_\_\_\_\_; to the \_\_\_\_\_ heart of youth; to men in the \_\_\_\_\_ of their \_\_\_\_\_, bearing the burden of \_\_\_\_\_ care; to the aged in \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_.”  
(82)

17. Where is the most complete illustration of Christ’s methods as a teacher found? (84) \_\_\_\_\_ -

18. The first pupils of Jesus were “unschooled in the \_\_\_\_\_ -  
\_\_\_\_\_ and \_\_\_\_\_ of the \_\_\_\_\_ -  
\_\_\_\_\_, but trained by the \_\_\_\_\_ of  
\_\_\_\_\_ and \_\_\_\_\_.” (85)

19. “In the \_\_\_\_\_ walks of life there is many  
a \_\_\_\_\_ patiently treading the \_\_\_\_\_ -  
\_\_\_\_\_ of his daily \_\_\_\_\_, unconscious of  
latent \_\_\_\_\_ that, roused to \_\_\_\_\_ -  
\_\_\_\_\_, would place him among the world’s \_\_\_\_\_ -  
\_\_\_\_\_.”(85)

[13] 20. Give a one-line characterization of each of the following disciples: (85, 86)

Levi Matthew \_\_\_\_\_

Simon \_\_\_\_\_

Peter \_\_\_\_\_

Andrew \_\_\_\_\_

Judas \_\_\_\_\_

Philip and Thomas \_\_\_\_\_ -

James \_\_\_\_\_

Jude \_\_\_\_\_

Nathanael \_\_\_\_\_

James and John (Sons of Zebedee) \_\_\_\_\_ -

21. Consider the character of John. (87, 88) \_\_\_\_\_ -

22. Consider the character of Peter. (88, 89) \_\_\_\_\_ -

23. What finally accomplished the total conversion of Peter?  
(89) \_\_\_\_\_  
\_\_\_\_\_

24. Which disciple, until near the end, never had direct reproof  
from Christ? Why? (91, 92) \_\_\_\_\_  
\_\_\_\_\_

25. What are the reasons that Judas never totally committed  
himself to Jesus? (91, 92) \_\_\_\_\_  
\_\_\_\_\_

26. Though the heart of Judas was never won to Christ, what [14]  
was accomplished for the rest of the disciples as a result of Jesus’  
treatment of him? (93) \_\_\_\_\_  
\_\_\_\_\_

27. What *three* events swept away the self-sufficiency of the  
disciples? (94) \_\_\_\_\_  
\_\_\_\_\_

28. Though Jesus personally taught His disciples, how  
did they receive their *final* preparation for their lifework?  
(95) \_\_\_\_\_  
\_\_\_\_\_

## Lesson Four—Nature Teaching

Reading assignment: pages 99-120

1. “For all the \_\_\_\_\_ of His \_\_\_\_\_ -  
 \_\_\_\_\_ the condition is the same—a life \_\_\_\_\_ -  
 \_\_\_\_\_ by receiving the \_\_\_\_\_ of God, a life  
 \_\_\_\_\_ in harmony with the Creator’s \_\_\_\_\_ -  
 \_\_\_\_\_.” (99, 100)

2. One of the best sources of learning for a little child before the  
 printed page can be read is \_\_\_\_\_ -  
 \_\_\_\_\_. (100)

3. Evil can be seen in what things in nature? \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

The love that restores can be seen in what other things in nature?  
 (101) \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

4. “Only in the \_\_\_\_\_ that shines from \_\_\_\_ -  
 \_\_\_\_\_ can nature’s \_\_\_\_\_ be  
 read aright.” (101)

5. Jesus’ teaching “drew illustrations also from the \_\_\_\_\_ -  
 \_\_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_ -  
 \_\_\_\_\_ of \_\_\_\_\_ familiar to the hearers.” In  
 what way did this make for a long-lasting impression upon those  
 who heard? (102) \_\_\_\_\_ -  
 \_\_\_\_\_

6. “All things both in heaven and in earth declare  
 that the great law of life is a law of service.” Provide sev-  
 eral illustrations of this statement. (103, 104) \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

7. What can we learn from the parable of the growing seed regarding: (104) (a) Man’s part \_\_\_\_\_  
 \_\_\_\_\_ (b) God’s part \_\_\_\_\_

8. “The germination of the seed represents the \_\_\_\_\_  
 \_\_\_\_\_ of \_\_\_\_\_, and the development of the  
 plant is a figure of the \_\_\_\_\_ of \_\_\_\_\_  
 \_\_\_\_\_.” (105)

9. Explain the following statement: “At every stage of develop-  
 ment our life may be perfect; yet if God’s purpose for us is fulfilled,  
 there will be constant advancement.” (106)

10. “Parents and teachers should aim so to \_\_\_\_\_  
 \_\_\_\_\_ the \_\_\_\_\_ of the youth that at each stage  
 of \_\_\_\_\_ they may represent the \_\_\_\_\_  
 \_\_\_\_\_ appropriate to that \_\_\_\_\_, unfolding  
 \_\_\_\_\_, as do the plants in the \_\_\_\_\_  
 \_\_\_\_\_.” (107)

[16]

11. What every day miracle does the feeding of the 5000 illus-  
 trate? (107) \_\_\_\_\_

12. What does the following statement mean? “It is in appear-  
 ance, not in reality, that evil succeeds.” (108,109) \_\_\_\_\_

13. What lessons can we learn from a single grain of wheat?  
 (109) \_\_\_\_\_

14. Explain the following statement: “The lesson of seed sowing  
 teaches liberality.” (109, 110) \_\_\_\_\_

15. What is the lesson in casting grain into the earth?  
 (110) \_\_\_\_\_

16. The seed dies to spring forth into new life. What is the lesson? (110, 111) \_\_\_\_\_ -  
\_\_\_\_\_ -

17. What is the lesson in the tilling of the soil? (111) \_\_\_\_\_ -  
\_\_\_\_\_ -

18. The special needs of every variety of plant must be studied. How does this apply to teaching? (111, 112) \_\_\_\_\_ -  
\_\_\_\_\_ -

19. Illustrate how God's healing power runs through all nature. (113) \_\_\_\_\_ -  
\_\_\_\_\_ -

20. What is the spiritual application of the healing power of God? (113, 114) \_\_\_\_\_ -  
\_\_\_\_\_ -

21. When we "examine under the microscope the smallest and commonest of wayside blossoms," what can we learn? (114) \_\_\_\_\_ -  
\_\_\_\_\_ -

[17] 22. "As the \_\_\_\_\_ in the cloud results from the \_\_\_\_\_ of sunshine and \_\_\_\_\_, so the bow above \_\_\_\_\_ represents the \_\_\_\_\_ of His \_\_\_\_\_ and His \_\_\_\_\_." (115)

23. What lesson can we learn from the stars? (115, 116) \_\_\_\_\_ -  
\_\_\_\_\_ -

24. What is the lesson of the palm tree? (116) \_\_\_\_\_ -  
\_\_\_\_\_ -

25. What is the lesson of the "wide, deep river" and the "little rills?" (116, 117) \_\_\_\_\_ -  
\_\_\_\_\_ -

26. What lessons can the children learn from the creatures of God? (117, 118) \_\_\_\_\_ -  
\_\_\_\_\_ -



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27. What does the eagle of the Alps teach us? (118, 119) \_\_\_\_\_ -

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28. How can we learn from the tree and the water lily? (119) \_\_\_\_\_ -

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29. Answer the following question: “Why was not all colored a somber brown?” (119) \_\_\_\_\_ -

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30. The objects in nature are to be searched out to illustrate Bible teachings. Provide illustrations from personal observation. (120)

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## Lesson Five—The Bible As An Educator

### Part I

Reading assignment: pages 123-158

1. “For the \_\_\_\_\_ and the \_\_\_\_\_, as well as for the \_\_\_\_\_, it is God’s law that \_\_\_\_\_ is acquired by \_\_\_\_\_. It is \_\_\_\_\_ that \_\_\_\_\_.” (123)

2. Why is the following statement true? “The most valuable teaching of the Bible is not to be gained by occasional or disconnected study.” (123)

3. List several ways that Bible study can develop our mental power. (124)

4. “The mind \_\_\_\_\_ with \_\_\_\_\_ matters only, becomes \_\_\_\_\_ and \_\_\_\_\_.” (124)

5. Demonstrate how the Bible has “something to interest every mind.” (125)

6. What is the central theme of the Bible? (125)

7. “The science of \_\_\_\_\_ is the science of all sciences; . . . This is the highest \_\_\_\_\_ in which it is possible for men to \_\_\_\_\_.” (126)

8. How will acquaintance with Bible characters affect our present life? (127)

\_\_\_\_\_ Our future  
life? \_\_\_\_\_

9. “Science is ever \_\_\_\_\_ new wonders; but she brings from her \_\_\_\_\_ nothing that, rightly \_\_\_\_\_, conflicts with \_\_\_\_\_ -  
\_.” (128)

10. “Rightly understood, both the \_\_\_\_\_ -  
of \_\_\_\_\_ and the \_\_\_\_\_ of  
\_\_\_\_\_ are in harmony with the \_\_\_\_\_ -  
\_\_\_\_\_ of \_\_\_\_\_ to the constant working of  
God in nature.” (130)

11. Is the following statement true or false? Once God created the world it has continued in motion on its own. Explain your answer. (131) \_\_\_\_\_ -  
\_\_\_\_\_

12. “The hand that \_\_\_\_\_ the worlds in [19]  
\_\_\_\_\_, the hand that holds in their \_\_\_\_\_ -  
\_\_\_\_\_ and tireless \_\_\_\_\_ all things  
throughout the \_\_\_\_\_ of God, is the hand that  
was \_\_\_\_\_ to the \_\_\_\_\_ for  
us.” (132)

13. What *five* principles of business are suggested as the secret of true success? (135) \_\_\_\_\_ -  
\_\_\_\_\_

14. Solomon, the wise man, has given us several principles of good business. Be prepared to put the several statements in Proverbs into a “modern translation.” (135, 136) \_\_\_\_\_ -  
\_\_\_\_\_

15. What “lies at the foundation of business integrity and of true success”? (137) \_\_\_\_\_ -  
\_\_\_\_\_

16. How is the tithe different from other obligations to the Lord? (138, 139) \_\_\_\_\_ -  
\_\_\_\_\_

17. What is our stewardship obligation to our fellowmen? (139)  
\_\_\_\_\_

18. Be prepared to discuss the various Bible texts that bring attention to faithful stewardship. (139-141) \_\_\_\_\_ -

19. List some of the qualities of a prosperous man as illustrated in the experience of Job. (142) \_\_\_\_\_ -

20. What are some of the results of a departure from right principles in our dealings with God and one another? (143) \_\_\_\_\_ -

21. What question demands consideration by every parent, every teacher, every student, by every human being, young or old? (145) \_\_\_\_\_ -

22. In what ways do Bible biographies differ from others? (146) \_\_\_\_\_ -

23. "No truth does the Bible more clearly teach than that \_\_\_\_\_ -  
\_\_\_\_\_." (146)

[20] 24. How does the life of Jacob illustrate that every deed reacts upon the doer? (146, 147) \_\_\_\_\_ -

25. How does the experience of Levi illustrate that a curse can be turned into a blessing? (148) \_\_\_\_\_ -

26. The unbelieving spies said, "We be not able to go up against the people." How did these words prove true? (149) \_\_\_\_\_ -

27. In contrast, how did Caleb, one of the two faithful spies, prove his right to occupy Canaan? (149) \_\_\_\_\_ -

28. The strongest bulwark of vice in our world is not \_\_\_\_\_ -  
\_\_\_\_\_ but rather \_\_\_\_\_ -  
\_\_\_\_\_. Why? (150) \_\_\_\_\_ -

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29. What was the one failure in the life of Elijah that cut short his life work? Discuss. (151) \_\_\_\_\_ -  
\_\_\_\_\_

30. What several lessons did David learn during his life as a fugitive that helped him later as a leader? (152) \_\_\_\_\_ -  
\_\_\_\_\_

31. How did Solomon's early experience contrast with that of his father, David? (153, 154) \_\_\_\_\_ -  
\_\_\_\_\_

32. When he turned to find satisfaction in pleasure, how did Solomon describe his disappointments? (153) \_\_\_\_\_ -  
\_\_\_\_\_

33. List the various tests that Job was required to meet. (154, 155) \_\_\_\_\_ -  
\_\_\_\_\_

34. By what actions did Jonathan demonstrate his unselfishness? (157) \_\_\_\_\_ -  
\_\_\_\_\_

35. By what several ways did John the Baptist demonstrate his humility? (157) \_\_\_\_\_ -  
\_\_\_\_\_

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## Lesson Six—The Bible As An Educator

### Part II

Reading assignment: pages 159-192

1. Where is the earliest recorded poetry found in the Bible? (159, 160) \_\_\_\_\_  
\_\_\_\_\_

2. What is the earliest song recorded in the Bible, and what were the circumstances? (162) \_\_\_\_\_  
\_\_\_\_\_

3. Why did Jehoshaphat send singers before the army praising God for the victory that had been promised? (163) \_\_\_\_\_  
\_\_\_\_\_

4. Read and comment on the various songs that David composed: (164, 165)

(a) As a shepherd lad: \_\_\_\_\_ (b) A hunted fugitive: \_\_\_\_\_

\_\_\_\_\_ (c) A dethroned and crownless king: \_\_\_\_\_ (d) After his great sin he recognized that on earth there is no resting place: \_\_\_\_\_

5. What are some of the circumstances under which Jesus sang? (166) \_\_\_\_\_  
\_\_\_\_\_

6. What song are we to sing as earth's last great crisis draws closer? (166, 167) \_\_\_\_\_  
\_\_\_\_\_

7. What are some of the negative uses of song? (167, 168) \_\_\_\_\_

\_\_\_\_\_ Positive? \_\_\_\_\_  
\_\_\_\_\_

8. “As a part of \_\_\_\_\_, \_\_\_\_\_ is as much an act of \_\_\_\_\_ as is \_\_\_\_\_.” (168)

9. What do you think the following statement means? “Faith must rest upon evidence, not demonstration.” (169) \_\_\_\_\_

10. Why is the following statement true? “The mysteries of the Bible, so far from being an argument against it, are among the strongest evidences of its divine inspiration.” (170) \_\_\_\_\_

11. What experience is “The highest evidence of the divine authorship of the Bible?” (171) \_\_\_\_\_

12. When the principles of the Bible have actually become the elements of character, what is the result? (172) \_\_\_\_\_ [22]

13. In what several ways is Bible history different from secular history? (173) \_\_\_\_\_

14. “In the Word of God the \_\_\_\_\_ is drawn \_\_\_\_\_, and we behold, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ all the play and counter play of human \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_, the agencies of the all-merciful One.” (173)

15. “The strength of nations . . . is measured by the fidelity with which they fulfill God’s purpose.” (175) Consider Bible illustrations. (175-177) \_\_\_\_\_

16. “To every \_\_\_\_\_ and to every \_\_\_\_\_ of today God has assigned a \_\_\_\_\_ in His great \_\_\_\_\_.” (178)

17. How and why are the winds of strife being held back at the present time? (179, 180) \_\_\_\_\_

18. Consider the several Old Testament texts that have application to the approaching end of the sinful world’s history. (180-

182) \_\_\_\_\_ -

19. Did the prophets always understand the meaning of what they wrote? Explain. (183) \_\_\_\_\_ -

20. "At this time, . . . men are \_\_\_\_\_ in the \_\_\_\_\_ and the pursuits of \_\_\_\_\_ . Engrossed with the \_\_\_\_\_ and \_\_\_\_\_, they have lost sight of the \_\_\_\_\_ and \_\_\_\_\_ ." (183)

21. From the chapter "Bible Teaching and Study," make three lists:

One: Qualities of good teaching \_\_\_\_\_ -

Two: Content in teaching \_\_\_\_\_ -

Three: Methods that should be used \_\_\_\_\_ -

22. What subject is best adapted to awaken interest in little children? (185) \_\_\_\_\_ -

23. "The teaching of the \_\_\_\_\_ should have our freshest \_\_\_\_\_, our best \_\_\_\_\_, and our most earnest \_\_\_\_\_ ." (186)

[23] 24. Which hours of the day should be the sweetest and most helpful? (186) \_\_\_\_\_ -

25. What gave power to Abraham's teaching? Provide a prime example. (187) \_\_\_\_\_ -

26. "In teaching children the Bible, we may gain much by observing the \_\_\_\_\_ of their minds, the \_\_\_\_\_ in which they are \_\_\_\_\_, and arousing their interest to see what the \_\_\_\_\_ says about these \_\_\_\_\_ ." (188)

27. We are to search the pages of the Bible, "not for \_\_\_\_\_ to sustain our \_\_\_\_\_, but in order to know \_\_\_\_\_ ." (189)



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28. How only can a true knowledge of the Bible be gained?  
(189) \_\_\_\_\_ -

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29. Describe the verse-by-verse method of the study of the Bible.  
What are its advantages? (189) \_\_\_\_\_ -

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30. What several things should the Bible student know regarding  
the great controversy? (190) \_\_\_\_\_ -

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31. What two books of the Bible are especially rec-  
ommended as being connected together in study? Why?  
(191) \_\_\_\_\_ -

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32. Is the following statement true or false? (Explain your  
answer.) The study of the Bible should be restricted to a special time  
and place. (191) \_\_\_\_\_ -

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33. What are the results to the student of becoming acquainted  
with Christ in the Scriptures? (192) \_\_\_\_\_ -

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## Lesson Seven—Physical Culture

Reading assignment: pages 195-222

1. “Whatever promotes \_\_\_\_\_, promotes the development of a \_\_\_\_\_ and a \_\_\_\_\_ character.” (195)

2. Why should health be “as faithfully guarded as the character?” (195) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. “The laws that govern our physical \_\_\_\_\_, God has written upon every \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of the body. Every \_\_\_\_\_ or \_\_\_\_\_ violation of these laws is a \_\_\_\_\_ against our Creator.” (196, 197)

4. “The \_\_\_\_\_ power of the brain, promoted by \_\_\_\_\_, vitalizes the whole \_\_\_\_\_, and is thus an \_\_\_\_\_ aid in resisting \_\_\_\_\_.” (197)

5. Contrast the positive and negative effects of emotions and actions on the body. (197) \_\_\_\_\_  
 \_\_\_\_\_

6. In what several ways does a correct position in sitting and standing affect us morally? (198, 199) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Physically? \_\_\_\_\_  
 \_\_\_\_\_

7. How does the training of the voice affect our bodies? (199) \_\_\_\_\_  
 \_\_\_\_\_

8. When we speak or sing, the strain should come on “the muscles of the \_\_\_\_\_ rather than on those of the \_\_\_\_\_.” (199)

9. List *three* qualities of speaking that we should cultivate. (199) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. A \_\_\_\_\_ will promote \_\_\_\_\_ and stimulate mental action. (200)

11. What should the knowledge that our bodies are the temple of God do for us? (201) \_\_\_\_\_

12. The root of intemperance is more than the use of alcohol and tobacco. It can be caused by \_\_\_\_\_, lack of \_\_\_\_\_, or evil \_\_\_\_\_. (202)

13. “Anything that disorders \_\_\_\_\_, that creates undue \_\_\_\_\_, or in any way \_\_\_\_\_ the system . . . tends toward intemperance.” (203)

[25]

14. List *five* foods that are active causes of indigestion. (203) \_\_\_\_\_

15. “Flesh food . . . tends to \_\_\_\_\_ the nerves and to \_\_\_\_\_ the passions, thus giving the \_\_\_\_\_ of power to the lower \_\_\_\_\_.” (203)

16. Why is appetite not a safe guide in the selection of food? (204) \_\_\_\_\_

17. “\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in proper \_\_\_\_\_, contain all the elements of \_\_\_\_\_; and when properly prepared, they constitute the \_\_\_\_\_ that best promotes both \_\_\_\_\_ and \_\_\_\_\_ strength.” (204, 205)

18. Illustrate how food is to be adapted to the eater. (205) \_\_\_\_\_

\_\_\_\_\_

19. What are some of the results of overeating, even of the most wholesome food? (205) \_\_\_\_\_

20. What are some of the advantages of two meals a day? (205) \_\_\_\_\_

21. What should be the atmosphere of meal time? (206) \_\_\_\_\_

22. "Recreation . . . tends to \_\_\_\_\_ and build \_\_\_\_\_." (207)

23. By contrast what are some of the problems of amusement? (207) \_\_\_\_\_

24. "For the first eight or ten years of a child's life, the \_\_\_\_\_ or \_\_\_\_\_ is the best schoolroom, the \_\_\_\_\_ the best teacher, \_\_\_\_\_ the best lesson book." (208)

25. "The \_\_\_\_\_ nerves that connect with the whole \_\_\_\_\_ are the \_\_\_\_\_ through which \_\_\_\_\_ communicates with man and affects the \_\_\_\_\_ life." (209)

26. What are some of the dangers of excessive study? (209)

[26] 27. What is a major problem with gymnastic exercises? (210) \_\_\_\_\_

28. List several problems with playing games. (210, 211) \_\_\_\_\_

29. "The true \_\_\_\_\_ can impart to his pupils few \_\_\_\_\_ so valuable as the \_\_\_\_\_ of his own \_\_\_\_\_." (212)

30. What double benefit will come as the result of recreation which makes a child or youth helpful to others? (212, 213) \_\_\_\_\_

31. "As a \_\_\_\_\_ against evil, the \_\_\_\_\_ of the mind \_\_\_\_\_ with is

worth more than unnumbered \_\_\_\_\_ of \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.” (213)

32. “At the creation, labor was appointed as a \_\_\_\_\_  
\_\_\_\_\_.” In what several ways does it continue to be a part of  
God’s plan for our recovery? (214) \_\_\_\_\_

33. There are some who consider labor as degrad-  
ing. However, what degrades more than honest toil?  
(215) \_\_\_\_\_

34. What are some practical things that a boy should learn to  
make him useful in homemaking? (216, 217) \_\_\_\_\_

\_\_\_\_ What are some of the things a girl should learn to help her to  
be better fitted to meet the emergencies of life? Make a modern  
application. \_\_\_\_\_

35. What are several Bible illustrations that God has honored  
the work of the everyday toiler? (217) \_\_\_\_\_

36. What are some of the subjects that should be taught in  
schools? (218) \_\_\_\_\_

37. “Every youth, on leaving \_\_\_\_\_, should  
have acquired a \_\_\_\_\_ of some \_\_\_\_\_  
\_\_\_\_\_ or \_\_\_\_\_ by which, if need be, he  
may earn a \_\_\_\_\_.” (218)

38. List some practical things that every missionary should  
know. (221) \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

## Lesson Eight—Character Building

### Part I

Reading assignment: pages 225-249

1. Of true education it is said that “above \_\_\_\_\_ -  
 \_\_\_\_\_ it values \_\_\_\_\_; above \_\_\_\_\_ -  
 \_\_\_\_\_, goodness; above \_\_\_\_\_ acquirements,  
 \_\_\_\_\_.” (225)

2. What is the most important work ever entrusted to human  
 beings? (225) \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

3. True education provides a counter influence for what *three*  
 curses of our world? (225, 226) \_\_\_\_\_ -  
 \_\_\_\_\_

4. What wrong practices in education encourage the system of  
 “cramming?” (226) \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

5. What methods and materials ought to be avoided in the fol-  
 lowing study areas? (226, 227)

(a) Language and literature \_\_\_\_\_ (b) Sci-  
 ence \_\_\_\_\_ (c) Bible study \_\_\_\_\_ -  
 \_\_\_\_\_

6. What are some of the evils in the method of educating chiefly  
 the memory? (230) \_\_\_\_\_ -  
 \_\_\_\_\_ -  
 \_\_\_\_\_

7. What are some of the evils of another extreme that teaches  
 that man needs only to develop that which is within him? (230)  
 \_\_\_\_\_ -  
 \_\_\_\_\_

8. Consider some of the truths taught in two experiences where Christ taught only one person. See John 3 and 4. (231) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. In His teaching Christ “watched the \_\_\_\_\_  
 \_\_\_ of His hearers, marked the lighting up of the \_\_\_\_\_  
 \_\_\_\_\_, the quick, responsive \_\_\_\_\_, which  
 told that \_\_\_\_\_ had reached the soul.” (231)

10. What did Christ discern in every human being He dealt with? (232) What are the lessons in this for educators today? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. What is more important than genius or talent when seeking success? (232) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. For what reasons should we develop all our faculties, the weaker as well as the stronger? (232, 233) \_\_\_\_\_ [28]  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Why is enthusiasm important in teaching? Discuss the illustration used. (233) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. The teacher should not rest satisfied with any presentation until the students understand what *three* things. (234) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. What priorities should teachers demand of students as they move through their education? (234) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. What is the chief requisite of language? (235) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. To what are gossip and criticism compared? (235) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. List several things the Bible condemns in regard to our speech. (236) \_\_\_\_\_

19. Parents and teachers should give appreciation, sympathy and encouragement to children and yet not foster in them a love of praise. Why? (237) \_\_\_\_\_

20. History should be considered from the \_\_\_\_\_ point of view. (238) Discuss some illustrations. \_\_\_\_\_

21. What kind of teaching should be done in connection with mathematics? (238, 239) \_\_\_\_\_

22. What are three *elements* of power that every parent and teacher should possess? (240) \_\_\_\_\_

23. List several qualities of true courtesy. (240) \_\_\_\_\_

24. "The essence of true \_\_\_\_\_ is consideration for \_\_\_\_\_." What so-called culture is a failure? (241)

[29] 25. True politeness is characterized by what *three* qualities? (241, 242) \_\_\_\_\_

26. Where is the most valuable treatise on etiquette in the Bible? (242) \_\_\_\_\_

27. "The hour and place of \_\_\_\_\_ and the services of \_\_\_\_\_ the child should be taught to regard as \_\_\_\_\_ because \_\_\_\_\_ is there." (242, 243)

28. Study and discuss the *four* references that show how the place marked by God's special presence should be regarded. (243) \_\_\_\_\_



29. How do angels show reverence for the name of God? (243)

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30. “True reverence is shown by \_\_\_\_\_.”  
(244)

31. Why do you think God has especially asked us to show respect toward the aged? (244) \_\_\_\_\_ -

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32. What are the implications of the fact that fathers and mothers and teachers have been made representatives of God to children? (244, 245) \_\_\_\_\_ -

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33. What are *two* of the teacher’s most formidable rivals and most effective hindrances? (246) \_\_\_\_\_ -

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34. List and discuss several of the potential bad effects of fashion upon the home. (246, 247) \_\_\_\_\_ -

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35. What are some of the qualities that our Creator desires in regard to our clothing? (248) \_\_\_\_\_ -

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36. What *two* things will help to shield a young woman from a thousand perils? (248) \_\_\_\_\_ - [30]

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37. What is the highest beauty in God’s sight? (249) \_\_\_\_\_ -

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38. How can children clothe themselves with God’s beautiful garment of character? (249) \_\_\_\_\_ -

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## Lesson Nine—Character Building

### Part II

Reading assignment: pages 250-271

1. How are the giving of tithes and the keeping of the Sabbath to be instructive regarding God? (250, 251) \_\_\_\_\_ -  
\_\_\_\_\_

2. What counsel do we have regarding the study of the Sabbath school lesson? (251, 252) \_\_\_\_\_ -  
\_\_\_\_\_

3. In what way can the value of the Sabbath sermon be extended beyond listening to it? (252) \_\_\_\_\_ -  
\_\_\_\_\_

4. Faith leads us to choose God's way instead of our \_\_\_\_\_ -  
\_\_\_\_\_, it accepts God's wisdom in place of our \_\_\_\_\_ -  
\_\_\_\_\_, His strength in place of our \_\_\_\_\_ -  
\_\_\_\_\_, His righteousness in place of our \_\_\_\_\_ -  
(253)

5. Consider the biblical illustrations of how those who trusted the Word of God have withstood the power of the whole world. (254) \_\_\_\_\_ -  
\_\_\_\_\_

6. "As a \_\_\_\_\_ from \_\_\_\_\_ -  
\_\_\_\_\_ and an inspiration to \_\_\_\_\_ and truth, no other \_\_\_\_\_ can equal the \_\_\_\_\_ -  
\_\_\_\_\_ of God's \_\_\_\_\_." (255) Consider the Bible texts that illustrate this point.

7. What are some of the best methods to deal with the following: (255-257)

(a) The timid child \_\_\_\_\_ -  
\_\_\_\_\_ (b) The child who is quick to resent injuries \_\_\_\_\_ -  
\_\_\_\_\_

\_\_\_\_(c) The impulsive, self-sufficient, revengeful child \_\_\_\_\_ -

8. “Through \_\_\_\_\_ in Christ, every \_\_\_\_\_ -  
 \_\_\_\_\_ of character may be \_\_\_\_\_,  
 every \_\_\_\_\_ cleansed, every \_\_\_\_\_ -  
 \_\_\_\_\_ corrected, every \_\_\_\_\_ developed.”  
 (257)

9. What *three* conditions are to be met if we are to claim God’s  
 promise? (258) \_\_\_\_\_ -

10. What are some of the things that we can ask for in prayer  
 and know that we have received? (258) \_\_\_\_\_ -

11. “\_\_\_\_\_ prayer, \_\_\_\_\_ -  
 \_\_\_\_\_ prayer, have their place; but it is \_\_\_\_\_ with  
 God that sustains the soul life.” (258)

12. Which of the following statements is correct? Explain your [32]  
 answer. (260) \_\_\_\_\_

(a) The Bible is a book of good moral instruction to be accepted  
 when it is in harmony with the spirit of the times and our position in  
 the world.

(b) The Bible is the Word of the living God that is to mold our  
 actions, our words, and our thoughts.

13. Why do many fail in receiving the blessing of real commu-  
 nion with God? (260, 261) \_\_\_\_\_ -

14. What do you think is meant by the assertion that many a  
 lad of today will yet stand in legislative assemblies and halls of  
 justice and royal courts as a witness for the King of kings? (262)  
 \_\_\_\_\_ -

15. What question needs to be put to every household, every  
 school, every parent, teacher, and child? (263) \_\_\_\_\_ -  
 \_\_\_\_\_ -

16. When we reject the privilege of fellowship with Christ in  
 service, what do we really reject? (264) \_\_\_\_\_ -

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17. Why is it wrong to consider life as generally made up of distinct periods? (265) \_\_\_\_\_

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18. Why is it wrong for parents to discriminate between their children in the matter of education? (265-267) \_\_\_\_\_

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19. What *three* basic rules ensure safe guidance in choosing an occupation? (267) \_\_\_\_\_

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20. What types of people should be considered as “affording precious opportunity for service?” (268) \_\_\_\_\_

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21. What are some of the obligations for young people in church relationships? (268, 269) \_\_\_\_\_

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[33] 22. “Let them (youth) organize into bands for Christian service.” Discuss how this might be implemented. (269) \_\_\_\_\_

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23. What “university course” is superior to any that is offered on this earth? (271) \_\_\_\_\_

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24. “With such an army of \_\_\_\_\_ as our \_\_\_\_\_, rightly \_\_\_\_\_, might furnish, how soon the \_\_\_\_\_ of a crucified, \_\_\_\_\_, and soon-coming \_\_\_\_\_ might be carried to the whole \_\_\_\_\_!” (271)

## Lesson Ten—The Under Teacher

[34]

Reading assignment: pages 275-297

The first chapter in this section affords a special opportunity to look for qualities of good teaching. As it is studied, a list could be made and used for discussion. See especially pages 277-279.

1. The child's first teacher is the \_\_\_\_\_.  
Discuss this awesome responsibility. (275) \_\_\_\_\_ -  
\_\_\_\_\_ -  
\_\_\_\_\_

2. Before becoming fathers and mothers, what subject should be especially studied by men and women? (276) \_\_\_\_\_ -  
\_\_\_\_\_

3. Complete the following sentence: "The teacher can gain the respect of his pupils in no other way than by \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_." (277)

4. Why is physical vigor so important to successful teaching? (277)  
\_\_\_\_\_  
\_\_\_\_\_

5. How important to the teacher is respect and confidence of his pupils? (279) \_\_\_\_\_ -  
\_\_\_\_\_

6. Two extremes are often found in children and youth:  
(a) Those who have had little or no discipline.  
(b) Those who have been treated harshly.

How does each approach affect the children? And what is the role of the teacher? (279, 280) \_\_\_\_\_ -  
\_\_\_\_\_

7. What are the values of the teacher's entering into social relation with the pupil? (280) \_\_\_\_\_ -  
\_\_\_\_\_

8. What are the dangers of showing partiality to students?  
(280) \_\_\_\_\_ -  
\_\_\_\_\_ -  
\_\_\_\_\_

9. Consider several of the Bible promises given to the teacher.  
(282) \_\_\_\_\_ -  
\_\_\_\_\_

10. What are some of the positive results of cooperation between  
teachers and students? (283, 284) \_\_\_\_\_ -  
\_\_\_\_\_

[35] 11. Why should parents endeavor to act together in training their  
children? (283) \_\_\_\_\_ -  
\_\_\_\_\_

12. For what reasons should criticisms or suggestions in regard  
to the teacher's work be made to him in private? (284) \_\_\_\_\_ -  
\_\_\_\_\_

13. What are the values to the teacher in becoming acquainted  
with the parents of students? (284, 285) \_\_\_\_\_ -  
\_\_\_\_\_

14. How can children from the earliest years be led to feel they  
are part of the home firm? (285) \_\_\_\_\_ -  
\_\_\_\_\_

15. How can the spirit of cooperation in the schoolroom be  
fostered? What will be the results? (285, 286) \_\_\_\_\_ -  
\_\_\_\_\_

16. How early in the child's life should he be taught to obey?  
(287) \_\_\_\_\_ -  
\_\_\_\_\_

17. "The object of discipline is \_\_\_\_\_ -  
\_\_\_\_\_ -  
\_\_\_\_\_." (287)

18. Why is the effort to "break the will" of the child a terrible  
mistake? (288) \_\_\_\_\_ -  
\_\_\_\_\_

19. How should the discipline of the human being be different  
from that of an animal? Why? (288) \_\_\_\_\_ -  
\_\_\_\_\_

23. Why should the teacher make obedience to his requirements as easy as possible? (288, 289) \_\_\_\_\_ -

24. Give a definition of the will. (289) \_\_\_\_\_ -

25. Why is the parent or teacher who trains the child to self-control the most successful? (289) \_\_\_\_\_ -

26. What are the benefits of trusting children and youth versus suspicion? (289, 290) \_\_\_\_\_ -

27. “Lead the \_\_\_\_\_ to feel that they are \_\_\_\_\_, and there are few who will not \_\_\_\_\_ to prove \_\_\_\_\_ worthy of the \_\_\_\_\_.” (290)

28. Why is it better to request than to command? (290) \_\_\_\_\_ - [36]

29. “Rules should be few and well considered; and when once made, they should be enforced.” What are the reasons for this? (290) \_\_\_\_\_ -

30. What do youth need to understand about liberty? (291)

31. “Continual \_\_\_\_\_ bewilders, but does not \_\_\_\_\_.” (291)

32. “The true object of reproof is gained only when \_\_\_\_\_.” (291)

33. When a parent or teacher is in danger of becoming impatient, what should be done? (292) \_\_\_\_\_ -

34. What is the Saviour’s rule in the training of children and youth? (292, 293) \_\_\_\_\_ -

35. For what *three* reasons should expulsion from school become a necessity? (293) \_\_\_\_\_ -  
\_\_\_\_\_

36. List some of the principal rules of discipline teachers should practice. (293, 294) \_\_\_\_\_ -  
\_\_\_\_\_

37. What lessons can human teachers learn from the divine? (294, 295) \_\_\_\_\_ -  
\_\_\_\_\_

38. Children and youth “should be taught that this world is not a \_\_\_\_\_, but a \_\_\_\_\_.” (295)

39. What are *three* true tests of character? (295) \_\_\_\_\_ -  
\_\_\_\_\_

40. “Something better” is the watchword of education, the law of all true living. What does this mean? Give some illustrations. (296, 297) \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_



## Postgraduate Study

[37]

Reading assignment: pages 301-309

1. "Heaven is a \_\_\_\_\_; its field of study, the \_\_\_\_\_; its teacher, the \_\_\_\_\_."  
\_." (301)

2. What *three* conditions that were in Eden will not be found in the school of the future life? (302) \_\_\_\_\_  
\_\_\_\_\_

3. How will the tree of life be different in heaven from what it was in Eden? (302) \_\_\_\_\_  
\_\_\_\_\_

4. What will we learn in heaven about the activity of angels during our earthly life? (304, 305) \_\_\_\_\_  
\_\_\_\_\_

5. What will some of the surprises be in eternity? (305,306) \_\_\_\_\_  
\_\_\_\_\_

6. "There the \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ that God has planted in the \_\_\_\_\_ will find \_\_\_\_\_ and sweetest \_\_\_\_\_."  
\_." (306)

7. "There every \_\_\_\_\_ will be developed, every \_\_\_\_\_ increased. The grandest \_\_\_\_\_  
\_\_\_\_\_ will be carried forward, the loftiest \_\_\_\_\_  
\_\_\_\_\_ will be reached, the highest \_\_\_\_\_  
realized." (307)

8. "All the treasures of the universe will be open to the study of God's children." In your imagination, what do you think some of these might be? (307) \_\_\_\_\_  
\_\_\_\_\_

9. What will be one of our rewards for working with Christ in this world? (308) \_\_\_\_\_  
\_\_\_\_\_

10. Why was the great controversy permitted to continue throughout the ages? (308) \_\_\_\_\_ -  
\_\_\_\_\_

11. What is our greatest joy and highest education in our life here? Will there be any difference in heaven? (309) \_\_\_\_\_ -  
\_\_\_\_\_

12. How will Christ be “rewarded” in heaven? (309) \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_