

CHILD AGE  
&  
EDUCATION

An

*Ellen G. White*

SPIRIT OF PROPHECY

Compilation



by

Vernon Sparks

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# Contents

INTRODUCTION .....	5
PRENATAL .....	11
BABYHOOD—BIRTH TO THREE YEARS .....	29
INFANCY—BIRTH TO SIX OR SEVEN YEARS .....	64
CHILDHOOD—BIRTH TO TWELVE OR THIRTEEN YEARS .....	150
APPENDIX A .....	176
COUNSEL ON SCHOOL ENTRANCE AGE	
APPENDIX B .....	196
WHAT SHALL WE TEACH?	
I. HOME SCHOOLS .....	197
II. CHURCH SCHOOLS .....	204
III. ADVANCED SCHOOLS .....	212
IV. COURSES OF STUDY .....	226
V. SEQUENCE AND VALUE OF SUBJECTS .....	229
VI. TEXT BOOKS .....	232

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## PRENATAL

*Selected Messages, book 2, 421–432 [1865].*

**C**hildren generally inherit the peculiar traits of character which the parents possess, and in addition to all this, many come up without any redeeming influence around them. They are too frequently huddled together in poverty and filth. With such surroundings and examples, what can be expected of the children when they come upon the stage of action, but that they will sink lower in the scale of moral worth than their parents, and their deficiencies in every respect be more apparent than theirs? Thus has this class perpetuated their deficiencies, and cursed their posterity with poverty, imbecility, and degradation. These should not have married. At least, they should not have brought innocent children into existence to share their misery, and hand down their own deficiencies, with accumulating wretchedness, from generation to generation, which is one great cause of the degeneracy of the race. . . .

Men and women who have corrupted their own bodies by dissolute habits, have also debased their intellects, and destroyed the fine sensibilities of the soul. *Very many of this class have married, and left for an inheritance to their offspring, the taints of their own physical debility and depraved morals.* The gratification of animal passions, and gross sensuality, have been the marked characters of their posterity, which have descended from generation to generation, increasing human misery to a fearful degree, and hastening the depreciation of the race.

Men and women who have become sickly and diseased, have often in their marriage connections selfishly thought only of their own happiness. *They have not seriously considered the matter from the standpoint of noble, elevated principles, reasoning in regard to what they could expect of their posterity,* but diminished energy of body and mind, which would not elevate society, but sink it still lower. . . .

Another cause of the deficiency of the present generation in physical strength and moral worth, is, men and women uniting in marriage whose ages widely differ. It is frequently the case that old men choose to marry young wives. By thus doing the life of the husband has often

been prolonged, while the wife has had to feel the want of that vitality which she has imparted to her aged husband. It has not been the duty of any woman to sacrifice life and health, even if she did love one so much older than herself, and felt willing on her part to make such a sacrifice. She should have restrained her affections. She had considerations higher than her own interest to consult. She should consider, if children be born to them, what would be their condition? It is still worse for young men to marry women considerably older than themselves. ***The offspring of such unions in many cases, where ages widely differ, have not well-balanced minds. They have been deficient also in physical strength.*** In such families have frequently been manifested varied, peculiar, and often painful, traits of character. They often die prematurely, and those who reach maturity, in many cases, are deficient in physical and mental strength, and moral worth. . . .

Children in this age are suffering with their parents, more or less, the penalty of the violation of the laws of health. The course generally pursued with them, from their infancy, is in continual opposition to the laws of their being. ***They were compelled to receive a miserable inheritance of disease and debility, before their birth, occasioned by the wrong habits of their parents,*** which will affect them in a greater or less degree through life. This bad state of things is made every way worse by parents' continuing to follow a wrong course in the physical training of their children during their childhood. . . .

***Every woman, about to become a mother, whatever may be her surroundings, should encourage constantly a happy, cheerful, contented, disposition, knowing that for all her efforts in this direction she will be repaid tenfold in the physical, as well as the moral character of her offspring.*** Nor is this all. She can by habit accustom herself to cheerful thinking, and thus encourage a happy state of mind, and cast a cheerful reflection of her own happiness of spirit upon her family, and those with whom she associates. And in a very great degree will her physical health be improved. A force will be imparted to the life springs, the blood will not move sluggishly, as would be the case if she were to yield to despondency, and gloom. Her mental and moral health are invigorated by the buoyancy of her spirits. The power of the will can resist impressions of the mind, and will prove a grand soother of the nerves. Children who are robbed of that vitality which they should have inherited of their parents should have the utmost care. By close attention to the laws of their being, a much better condition of things can be established.

**Ibid., August 13, 1896.**

**C**hildren of two to four years of age should not be encouraged to think that they must have everything that they ask for. Parents should teach them lessons of self-denial, and never treat them in such a way as to make them think they are the center, and that everything revolves about them. Many children have inherited selfishness from their parents, but parents should seek to uproot every fiber of this evil tendency from their natures. Christ gave many reproofs to those who were covetous and selfish. Parents should seek, on the first exhibition of selfish traits of character, whether in their presence, or when in association with other children, to restrain and uproot these traits from the character of their children. *Do not let the child receive the impression that, because he is your child, he must therefore be deferred to, and permitted to choose and direct his own way.* He should not be permitted to choose articles of food that are not good for him, simply because he likes them. The experience of parents should have a controlling power in the life of the child.

**Temperance, 174 [1897].**

**W**herever the habits of the parents are contrary to physical law, the injury done to themselves will be repeated in the future generations.

**Review and Herald, April 13, 1897.**

**I**n their important work parents must ask and receive divine aid. *Even if the character, habits, and practises of parents have been cast in an inferior mold, if the lessons given them in childhood and youth have led to an unhappy development of character, they need not despair.* The converting power of God can transform inherited and cultivated tendencies; for the religion of Jesus is uplifting. "Born again" means a transformation, a new birth in Christ Jesus.

**Ibid., June 27, 1899.**

**T**he souls as well as the bodies of the youth are affected by the habits of eating and drinking. Wrong habits render the youth less susceptible to Bible instruction. God calls upon parents to guard their children against the indulgence of appetite, and especially against the use of stimulants and narcotics. The tables of Christian parents should never be loaded down with food containing condiments and spices. They are to study to preserve the stomach from any abuse.

## BABYHOOD—BIRTH TO THREE YEARS

*Manuscript Releases, vol. 7, 1 [1854].*

**T**he next thing shown me was the sins of parents in neglecting their children. I saw they would have an awful account to give. They have fostered and cherished the evil tempers of their children until God's frown was upon them and their children. They have forgotten that which was written in the Holy Word, "he that spareth the rod hateth his son," and the children are left to come up instead of being brought up or trained up. *The poor little children are thought not to know or understand the meaning of a correction at the age of eight, nine or ten months, and they begin to show stubbornness very young,* and it is cherished and nourished by its parents till their evil passions grow with their growth and strengthen with their strength.

*Review and Herald, September 19, 1854.*

**M**any parents will have to render an awful account at last for their neglect of their children. They have fostered and cherished their evil tempers by bending to their wishes and will, when the wishes and will of the children should bend to them. They have brought God's frown upon them and their children by these things. Parents, have you forgotten that which is written in the Holy Word: "He that spareth the rod hateth his son." *Children are left to come up instead of being trained up.* The poor little children are thought not to know or understand a correction at ten or twelve months old, and they begin to show stubbornness very young. Parents suffer them to indulge in evil tempers and passions without subduing or correcting them, and by so doing they cherish and nourish these evil passions until they grow with their growth and strengthen with their strength. . . .

*Parents, correct your children. Commence while they are young,* when impressions can be more easily made, and their evil tempers subdued before they grow with their growth and strengthen with their strength. [The words underlined are emphasized in the original.]

her in a single instance. And, in order to maintain this authority, it is not necessary to resort to harsh measures; as a firm, steady hand and a kindness which convinces the child of your love will accomplish the purpose. But *let selfishness, anger, and self-will have its course for the first three years of a child's life, and it will be hard to bring it to submit to wholesome discipline.* Its disposition has become soured; it delights in having its own way; parental control is distasteful. These evil tendencies grow with its growth, until in manhood supreme selfishness and a lack of self-control place him at the mercy of the evils that run riot in our land.

**Ibid., May 1, 1877.**

**F**or more than twelve years we have taken only two meals each day, of plain, unstimulating food. During that time, we have had almost constantly the care of children, varying in age from three to thirteen years. *We worked gradually and carefully to change their habit of eating three times a day to two;* we also worked cautiously to change their diet from stimulating food, as meat, rich gravies, pies, cakes, butter, spices, etc., to simple, wholesome fruits, vegetables, and grains. The consequence has been that our children have not been troubled with the various maladies to which children are more or less subject. They occasionally take cold by reason of carelessness, but this seldom makes them sick. . . .

***Signs of the Times, November 29, 1877.***

**H**e who said, "Suffer little children to come unto me, and forbid them not," still invites the mothers to lead up their little ones to be blessed of Him. *Even the babe in its mother's arms may dwell as under the shadow of the Almighty through the earnest faith of that praying mother.* The first and most urgent duty which the mother owes to the Creator is to train the children which He has given her for the Saviour. "Even a child is known by his doings, whether his work be pure and whether it be right."

***Testimonies, vol. 4, 313 [1879].***

**M**en and women professing to revere the Bible and follow its teachings fail in many respects to perform its requirements. *In the training of children they follow their own perverse natures rather than the revealed will of God.* This neglect of duty involves the loss of thousands of souls. The Bible lays down rules for the correct disci-

# INFANCY—BIRTH TO SIX OR SEVEN YEARS

*Review and Herald, September 19, 1854.*

**T**he destroying angel is soon to go forth again, not to destroy the firstborn alone, but “to slay utterly old and young, both men, women and little children” who have not the mark. *Parents, if you wish to save your children, separate them from the world, keep them from the company of wicked children;* for if you suffer them to go with wicked children, you cannot prevent them from partaking of their wickedness and being corrupted. It is your solemn duty to watch over your children, to choose the society at all times for them. *Learn your children to obey you, then can they more easily obey the commandments of God, and yield to His requirements.* Don’t let us neglect to pray with, and for our children. He that said, “Suffer little children to come unto me, and forbid them not,” will listen to our prayers for them, and the seal, or mark, of believing parents will cover their children, if they are trained up in the nurture and admonition of the Lord.

*Testimonies, vol. 1, 390–397 [1863].*

**T**he mother’s work commences with the infant. She should subdue the will and temper of her child, and bring it into subjection, teach it to obey. As the child grows older, relax not the hand. *Every mother should take time to reason with her children, to correct their errors, and patiently teach them the right way.* Christian parents should know that they are instructing and fitting their children to become children of God. The entire religious experience of the children is influenced by the instructions given, and the character formed, in childhood. If the will is not then subdued and made to yield to the will of the parents, it will be a difficult task to learn the lesson in after years. What a severe struggle, what a conflict, to yield that will which never was subdued, to the requirements of God! Parents who neglect this important work commit a great error, and sin against their poor children and against God. . . .

Children would be saved from many evils if they would be more familiar with their parents. *Parents should encourage in their children a disposition to be open and frank with them, to come to them*

to begin in the home. There it is to learn the lessons that are to guide it throughout life. From its infancy it is to be taught to obey and honor its parents. Never should it be allowed to show them disrespect. Self-will, hasty words, are never to be allowed to go unrebuked. Parents should realize the sacredness of family discipline. The children are to be taught to respect themselves, because they are the Lord's property, bought with an infinite price. . . .

But remember that the child's first school is the home. There it is to learn its most important lessons. Parents, remember that your home is a training school in which your children are to be prepared for the home above. ***Deny them anything rather than the education that they should receive in their earliest years.*** Allow no word of pettishness. Teach your children to be kind and patient. Teach them to be thoughtful of others. Thus you are preparing them for higher ministry in religious things.

**Ibid., vol. 18, 118–119 [1902].**

**I**beseech you to take up the work waiting for you—the education of your children. Teach them from their earliest years to obey. Bring them up in the nurture and admonition of the Lord; then they will form characters that God can approve. . . .

Study with your children. ***Remember that you are God's little children, and that you must first learn of Him before you can teach your children aright.*** Make the Word of God your lesson book. The faithful instruction that Timothy received from his mother and grandmother was the foundation of his piety. Of another the Word of God declares, "He did evil, because he prepared not his heart to fear the Lord."

Do not fail to give your children instruction in the everyday duties of life. ***Teach them while they are still young the simpler principles of physiology, showing them how best to preserve their physical, mental, and spiritual powers,*** and how to use their gifts to the glory of God. He desires that every part of the being shall be kept in healthy action. Every muscle, every sinew, every nerve, has its work.

**Education, 100–101 [1903].**

**T**hese are lessons that our children need to learn. ***To the little child, not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an un-failing source of instruction and delight.*** The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades

are not as personal as they should be. Golden opportunities to impress the minds of children frequently pass unimproved.

***Manuscript Releases, vol. 5, 429 [1871].***

**I**t is my wish that the children study and write some each day. If they improve their moments they can acquire considerable knowledge of the sciences *so that when they shall attend school in the winter they will not be behind children of their age.* If the children have a purpose and a will they can advance in knowledge daily. *If* they really want to learn they need not depend upon excitement of school to stimulate them to obtain an education. *If* the children would practice in writing following closely the copy books and making use of the instruction they have had in writing they can by practice become good writers. But patience is required in this, as well as other things.

This skill of writing correctly will not come to them without an effort on their part. . . . *If* the moments were employed by the children in study that they spend in reading with no particular object in view of benefiting the mind, of obtaining useful knowledge, *very many could obtain a good education without ever entering a schoolroom.*

***The Health Reformer, September 1, 1872.***

**T**he mother should have less love for the artificial in her house, and in the preparation of her dress for display, and find time to cultivate, in herself and in her children, a love for the beautiful buds and opening flowers, and call the attention of her children to their different colors and variety of forms. She can make her children acquainted with God, who made all the beautiful things which attract and delight them. She can lead their young 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. *Among the opening flowers and nature's beautiful scenery in the open air should be the only school room for children from eight to ten years of age. And the treasures of nature should be their only text book.* These lessons, imprinted upon the minds of young children, among the pleasant, attractive scenes of nature, will not be soon forgotten.

In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscle and brain, they should be much in the open air, and have well-regulated employment and amusement. *Children and youth who are kept at school and confined to books,*

to be considered.

The book that is coming out will have much to say in regard to the great principles that are to be carried out in training the children, from the very BABY in arms. The enemy will work right through those children, unless they are disciplined. Someone disciplines them. If the mother or the father does not do it, the devil does. That is how it is. He has the control.

We want every child to be where he can be impressed in regard to God's claims upon him and to carry God's claims out. The Lord says of Abraham, I know him, that he will command his children and household after him, to keep the way of the Lord. These children are to come up with a discipline that they will carry out in their lives, wherever they are. Now here is the work, and it is no light job to decide what to do.

I shall not say so much now, because I want to understand just what I should speak on. I want the objections brought forth, why children should not have an education.

### **The Kindergarten at Battle Creek**

We could do the same as they have in Battle Creek. They took me from place to place in the orphan asylum [Haskell home] in Battle Creek. There were their little tables, there were their LITTLE CHILDREN from FIVE YEARS old and upward. They were being educated on the kindergarten plan: how to work and how to manage. They had a great pile of sand of a proper quality, and they were teaching the children how to work together, how to make Noah's ark, and how to make the animals that enter into the Noah's ark. They were all doing this kind of work. It takes something.

Whoever has their children have this education should feel an interest to see that the teachers are paid for doing this extra work. There will have to be an extra teacher. Sister Peck cannot teach them all. She could not be around, but she could use those that are older to help and oversee and do the things that the children are learning, and so they can be worked in. Yet the school should be under the supervision of teachers that carry responsibility.

Now I have perfect confidence in Sister Peck's teaching, but if she carries on what she has carried on—and I am satisfied it is just the thing that ought to be done—there would have to be an extra teacher; don't you think so?

#### **Sister Peck:**

I think if we did the work in a satisfactory manner, and if we have

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## Could the School Constitute a Disservice?

**Elder Taylor:**

We have talked this: That the church school will not be a blessing to a community, when it comes to take a responsibility that the parents themselves can carry. And when we go ahead and put our money into a building, it does not make any difference whether it is a building or a room. But when we take the responsibility that could be carried by the parents, then the church school becomes a curse or a hindrance, rather than a blessing. Now that is all I have ever heard when we have come to the point.

It has been a matter of EIGHT YEARS, because we have recognized all the way along that some of SIX are better able to go to school than others of EIGHT or NINE. But it is the principle of others bearing the responsibility. Now, so far as any one here is concerned, I have never known that any one has kept his children from school because provision was not made.

**Elder White:**

That is the first intimation that I have ever had of any such position. I have never heard that before.

**Brother Iram James:**

That can't be so, because you will find on the minutes that Horsemann's children were voted out, when they wanted to send them.

**Elder Taylor:**

That was last year, when we had no room; but this year it has been talked all along that if they would send them, send them. It looks to me that the church school can become a hindrance if it opens up and says, Send the children; it is the best place for them; send your children.

**Sister Peck:**

It has been a question in my mind on that point, Sister White, what our duty as teachers is—whether it was to try to help the parents to see and to take up their responsibility, or to take it away from them by taking their children into the school.

**Sister E. G. White:**

If they have not felt their responsibility from all the books and writings and sermons, you might roll it onto them from now till the Lord comes, and they would not have any burden. It is no use talking about responsibility, when they have never felt it.

### **A School That Makes a Favorable Impression**

We want to have a school in connection with the sanitarium. It is presented to me that wherever there is a sanitarium, there must be a school, and that school must be carried on in such a way that it makes an impression on all who shall visit the sanitarium. People will come into that school. They will see how that school is managed. It should not be far from the sanitarium, so that they can understand.

In the management of the school there is to be the very best kind of discipline. In learning, the students cannot have their own way. They have got to give up their own way to discipline. This is a lesson that is yet to be learned by a good many families. But we hear, "Oh, let them do this. They are nothing but children. They will learn when they get older."

Well, just as soon as a child in my care would begin to show passion, and throw himself on the floor, he never did it but once, I want to tell you. I would not let the devil work right through that child and take possession of it.

The Lord wants us to understand things. He says, Abraham commanded his children and his household after him, and we want to understand what it means to command, and we want to understand that we have got to take hold of the work if we resist the devil.

Well, I do not know whether we are any farther along than when we began.

**Elder Taylor:**

Yes, I think we are.

**Sister White:**

But some things have been said.

**L. M. Bowen:**

I think we know what we will have to do.

**Sister Gotzian:**

Enough has been said to set us thinking, and to do something.

**Sister White:**

The Lord is in earnest with us. Yes; we have got to be an example. And now you see there are so many sanitariums, and so many schools, that must be connected with them. We have got to come to our senses and recognize that we have to carry an influence—that is an influence in regard to the children.

**Elder Taylor:**

There is another matter, on the studies. I have a burden for recog-

hands and brains must be employed from the earliest years. If parents neglect to turn their children's energies into useful channels, they do them great injury; for Satan is ready to find them something to do."—Special Testimonies, 37–38. (See also *Counsels to Teachers*, 146)

"When a little girl is nine or ten years old, she should be required to take her regular share in household duties, as she is able, and should be held responsible for the manner in which she does her work. That was a wise father, who, when asked what he intended to do with his daughters, replied, 'I intend to apprentice them to their excellent mother, that they may learn the art of improving time, and be fitted to become wives and mothers, heads of families, and useful members of society.'"—*Signs of the Times*, June 29, 1882.

"In the home school the children should be taught how to perform the practical duties of everyday life. While they are still young, the mother should give them some simple task to do each day. . . . Let her remember that the home is a school in which she is the head teacher. It is hers to teach her children how to perform the duties of the household quickly and skilfully. As early in life as possible they should be trained to share the burdens of the home. From childhood boys and girls should be taught to bear heavier and still heavier burdens, intelligently helping in the work of the family firm."—*Counsels to Teachers*, 122.

**8. Gardening.**—"If possible, the home should be out of the city, where the children can have ground to cultivate. Let them each have a piece of ground of their own; and as you teach them how to make a garden, how to prepare the soil for seed, and the importance of keeping all the weeds pulled out, teach them also how important it is to keep unsightly, injurious practices out of the life. Teach them to keep down wrong habits as they keep down the weeds in their gardens."—*Ibid.*, 124.

**9. Cooking.**—"Do not neglect to teach your children how to prepare wholesome food. In giving them these lessons . . . you are . . . inculcating principles which are needful elements in their religious life."—*Ibid.*, 127. (See also *Christian Education*, 174; *Christian Temperance*, 60–72)

**10. Use of Tools.**—"When children reach a suitable age, they should be provided with tools. They will be found to be apt pupils. If the father is a carpenter, he should give his boys lessons in carpentry."—*Counsels to Teachers*, 122.

**11. Sewing.**—"Young girls should have been instructed to manufacture wearing apparel, to cut, make, and mend garments, and thus become educated for the practical duties of life."—*Christian Education*, 19.

**12. Missionary Work.**—"Upon parents rests the responsibility of developing in their children those capabilities which will enable them to do good service for God. . . . Parents, help your children to fulfil God's purpose for them. In the home they are to be trained to do missionary work that will prepare them for wider spheres of usefulness."—*Counsels to Teachers*, 130.

**13. Right Habits.**—"Parents, guard the principles and habits of your children as the apple of the eye."—*Ibid.*, 120.

"God designs that the perversities natural to childhood shall be rooted out before they become habits."—*Ibid.*, 123.

"Parents and teachers should work for . . . the formation of right character."—*Ibid.*, 148.

"In His law God has given us a pattern. Our character building is to be 'after the pattern showed to thee in the mount.' The law [of God] is the great standard of righteousness."—*Special Testimonies*, 73.

"*Regularity* should be the rule in all the habits of children."—*Christian Education*, 163. (Emphasis by the original compiler unless otherwise noted).

"The Lord has been pleased to present before me the evils which result from spendthrift habits, that I might admonish parents to teach their children *strict economy*."—*Ibid.*, 165.

"From the mother the children are to learn habits of *neatness, thoroughness, and dispatch*."—*Counsels to Teachers*, 122.

"Children should be trained to amuse themselves, to exercise their own *ingenuity* and *skill*. Thus they will learn to be content with simple pleasures. They should be taught to *bear bravely their little disappointments and trials*. . . .

"Study how to teach the children to be *thoughtful of others*. The youth should be early accustomed to *submission, self-denial*, and a regard for others' happiness. They should be taught to *subdue the hasty temper*, to withhold the passionate word, to manifest unvarying *kindness, courtesy, and self-control*."—*Ibid.*, pp. 123–124.

"At home and in the school, by precept and example, the children and youth should be taught to be *truthful, unselfish, industrious*."—*Ibid.*, 148. (See also *Special Testimonies*, 42.)

"Those children are most attractive who are *natural, unaffected*. . . .

ever else we may fail, let us be thorough in the work for our children. If they go forth from the home training pure and virtuous, if they fill the least and lowest place in God's great plan of good for the world, our life-work can never be called a failure."—*Christian Education*, 174–175. (See also *Christian Temperance*, 60–72.)

"Shall the prey be taken from the mighty, or the lawful captive delivered? But thus saith the Lord, Even the captives of the mighty shall be taken away, and the prey of the terrible shall be delivered: for I will contend with him that contendeth with thee, and I will save thy children." Isaiah 49:24–25.

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## II. Church Schools

### A. Subjects of Study:

1. Bible
2. Nature Study
3. Physiology and Hygiene
4. Physical Culture
5. Manual Training and Practical Duties
6. Gardening and Nature
7. Use of Tools
8. Cooking
9. Sewing
10. Common Branches
11. Language
12. Reading and Voice Culture
13. Spelling, Writing, Keeping Accounts
14. Arithmetic and Accounts
15. History and Prophecy
16. Geography and Missions
17. Singing
18. Missionary Work

### B. Purpose of Church School Work

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#### A. Subjects of Study

**1. Bible.**—"Our heavenly Father, in giving His Word, did not overlook the children. In all that men have written, where can be found

anything that has such a hold upon the heart, anything so well adapted to awaken the interest of the little ones, as the stories of the Bible? In these simple stories may be made plain the great principles of the law of God.”—*Education*, 185.

“Establish church schools. Give your children the Word of God as the foundation of all their education.”—*Testimonies*, vol. 6, 195.

“Above all other books, the Word of God must be our study, the great textbook, the basis of all education.”—*Ibid.*, 131.

“God’s word must be made the groundwork and subject matter of education.”—*Counsels to Teachers*, 16.

“The Old Testament no less than the New should receive attention. . . . The book of Revelation, in connection with the book of Daniel, especially demands study. Let every God-fearing teacher consider how most clearly to comprehend and to present the gospel that our Saviour came in person to make known to His servant John.”—*Education*, 191.

“Do not think the Bible will become a tiresome book to the children. Under a wise instructor the work will become more and more desirable. It will be to them as the bread of life, and will never grow old.”—*Manuscript*, December 15, 1897.

**2. Nature.**—“While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance.”—*Special Testimonies*, 58.

“Day by day He [Jesus] gained knowledge from the great library of animate and inanimate nature. . . . He studied the lessons which His own hand had written in earth and sea and sky. The parables by which, during His ministry, He loved to teach His lessons of truth, show how open His spirit was to the influences of nature, and how, in His youth, He had delighted to gather the spiritual teaching from the surroundings of His daily life. To Jesus the significance of the Word and the works of God unfolded gradually, as He was seeking to understand the reason of things. . . . Every child may gain knowledge as Jesus did, from the works of nature and the pages of God’s Holy Word.”—*Ibid.*, 158–159.

“So far as possible, let the child from his earliest years be placed where this wonderful lesson book [nature] shall be open before him. Let him behold the glorious scenes painted by the great Master Artist upon the shifting canvas of the heavens, let him become acquainted with the wonders of earth and sea, . . . and in all His works learn of the Creator. In no other way can the foundation of a true education be so firmly and surely laid.”—*Education*, 100–101.

the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up.

“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. . . . By them God’s message will be made known, and His saving health to all nations.”—*Testimonies*, vol. 6, pp. 202–203.

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### III. Advanced Schools

#### Subjects of Study:

1. The Bible
  2. Philosophy
  3. Home-Making
  4. Dressmaking
  5. Cooking
  6. Science
  7. Geology
  8. Manual Training
  9. History
  10. Voice Culture
  11. Music
  12. Modern Languages
  13. Ancient Languages
  14. Culture of Manners
  15. Missionary Nursing
  16. Sabbath School Work
  17. Commercial Studies
  18. Preparatory Medical Subjects
  19. Physical Culture
  20. English Language
  21. Agriculture
  22. Literature
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### Subjects of Study

**1. The Bible.**—“The Word of God is the most perfect educational book in our world.”—*Special Testimonies*, page 19.

“The Word of God is to stand as the highest educating book in our world, and is to be treated with reverential awe.”—*Ibid.*, 233.

“If used as a textbook in our schools, it will be found far more effective than any other book in the world.”—*Christian Education*, 108.

“It is the Word of God alone that gives to us an authentic account of the creation of our world. This Word is to be the chief study in our schools.”—*Review and Herald*, November 11, 1909, article “Counsel to Teachers.”

“The Bible should not be brought into our schools to be sandwiched between infidelity. God’s Word must be made the groundwork and subject-matter of education.”—*Counsels to Teachers*, 16.

“Let teachers be employed who will give a thorough education in the common branches, the Bible being made the foundation and the life of all study.”—*Testimonies*, vol. 6, 198.

“The cross of Christ—how many believe it to be what it is? How many bring it into their studies, and know its true significance? There could not be a Christian in our world without the cross of Christ. Then keep it before the schools as the foundation of all true education. Turn from the examples of the world, cease to extol the professedly great men; turn the mind from the glory of everything save the cross of Christ. Said Paul, ‘God forbid that I should glory, save in the cross of our Lord Jesus Christ.’”—*The Youth’s Instructor*, July 7, 1898, article “God’s Word our Study Book.”

The Holy Scriptures were the essential study in the schools of the prophets, and they should hold the first place in every educational system; for the foundation of all right education is a knowledge of God. Used as a textbook in our schools, the Bible will do for mind and morals what cannot be done by books of science and philosophy. As a book to discipline and strengthen the intellect, to enoble, purify, and refine the character, it is without a rival.”—*Counsels to Teachers*, 422.

“The Bible has not received the close attention it deserves. It has not been honored above every other book in the education of children and youth. Students devote years to acquiring an education. They study different authors, and become acquainted with science and philosophy through books containing the results of human research; but the Book that comes from the divine Teacher has, to a great extent, been

neglected. Its value is not discerned; its treasures remain hidden.

“An education of this character is defective. Who and what are these men of learning, that the minds and characters of the young should be molded by their ideas? They may publish with pen and voice the best results of their reasoning; but they grasp only an item of the work of God, and in their shortsightedness, calling it science, they exalt it above the God of science.”—*Ibid.*, 423.

**2. Philosophy.**—“The Bible contains a simple and complete system of theology and philosophy.” —*Ibid.*, 442.

“Here in the Word is . . . the most profound philosophy.”—*Special Testimonies*, 25.

“Cold, philosophical speculations and scientific research in which God is not acknowledged, are a positive injury,”—*Counsels to Teachers*, 423–424.

“God’s Word is true philosophy, true science.”—*Ibid.*, 433.

“The cross of Calvary, rightly regarded, is true philosophy, pure and undefiled religion.”—*The Youth’s Instructor*, July 7, 1898, article “God’s Word Our Study Book.”

### Domestic Science

**3. Home-Making.**—“By the Israelites, industrial training was regarded as a duty. . . . A knowledge of the duties pertaining to housewifery was considered essential for every woman; and skill in these duties was regarded as an honor to women of the highest station.”—*Counsels to Teachers*, 276.

“Exercise in household labor is of the greatest advantage to young girls. Physical labor will not prevent the cultivation of the intellect: far from it. The advantages gained by physical labor will balance a person, and prevent the mind from being overworked. . . . Physical soundness and a practical knowledge of all the necessary household duties, will never be a hindrance to a well-developed intellect; both are highly important.”—*Ibid.*, 287–288.

“There should have been experienced teachers to give lessons to young ladies in the cooking department. Young girls should have been taught how to cut, make, and mend garments, and thus become educated for the practical duties of life. . . .

“There are very many girls who are married and have families who have but little practical knowledge of the duties devolving upon a wife and mother. They can read, and play upon an instrument of music; but they cannot cook. They cannot make good bread, which is

## V. Sequence and Value of Subjects

**1. The Bible First.**—“While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance.”—*Special Testimonies*, 58.

**2. Nature Next.**—“Next to the Bible, nature is to be our great lesson book.”—*Child Guidance*, 45.

**3. Thorough Foundation Work.**—“So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower. This is too often neglected. Even among students in the higher schools and the colleges, there is great deficiency in knowledge of the common branches of education. Many students devote their time to higher mathematics, when they are incapable of keeping simple accounts. Many study elocution with a view to acquiring the graces of oratory, when they are unable to read in an intelligible and impressive manner. Many who have finished the study of rhetoric fail in the composition and spelling of an ordinary letter.”—*Education*, 234.

Before attempting to study the higher branches of literary knowledge, be sure that you thoroughly understand the simple rules of English grammar, and have learned to read and write and spell correctly. Climb the lower rounds of the ladder before reaching for the higher rounds.”—*Counsels to Teachers*, 219.

**4. Test for Advancement.**—“A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement.”—*Education*, 234.

**5. Emphasize the Essential and Useful.**—“Many of the branches of study that consume the student’s time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to home-making.”—*Ibid.*, 216.

of many of those now in the hands of students.”—*Ibid.*, 56–57.

**5. Many Books Unnecessary.**—“I am given words of caution for the teachers in our schools. The work of our schools should bear a different stamp from that borne by some of the most popular of our institutions of learning. Many of the textbooks used in these schools are unnecessary for the work of preparing students for the school above. As a result, the youth are not receiving the most perfect Christian education.”—*Counsels to Teachers*, 389.

**6. Eliminate Books Containing Error.**—“The Lord requires our teachers to put away from our schools those books teaching sentiments which are not in accordance with His Word, and to give place to those books that are of the highest value. He will be honored when they show to the world that a wisdom more than human is theirs, because the Master Teacher is standing as their instructor.

“There is need of separating from our educational work an erroneous, polluted literature, so that ideas which are the seeds of sin will not be received and cherished as the truth. . . . A pure education for the youth in our schools, unmixed with heathen philosophy, is a positive necessity.”—*Ibid.*, 389–390.

**7. Sift Out Every Trace of Infidelity.**—“We need to guard continually against those books which contain sophistry in regard to geology and other branches of science. Before the theories of men of science are presented to immature students, they need to be carefully sifted from every trace of infidel suggestion. . . .

**8. Avoid Books That Confuse.**—“It is a mistake to put into the hands of the youth books that perplex and confuse them.”—*Ibid.*, 390.

“Never should books containing a perversion of truth be placed in the hands of children or youth. Let not our children, in the very process of obtaining an education, receive ideas that will prove to be seeds of sin.”—*Ibid.*, 385.

**9. Books to Be Prepared.**—“Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity. The class of studies which are positively essential in the formation of character, to give them a preparation for the future life, should be kept ever before them.”—*Special Testimonies*, 230.