

Philosophy, Mission, and Purpose of Seventh-Day Adventist Education

Quotations from the Writings
of Ellen G. White

Prepared by
John Wesley Taylor V

PREFACE

This document is product of research carried out at the Ellen G. White Research Center of Andrews University and includes as resources the released writings of E. G. White, both published and unpublished. Although references pertinent to all levels of education have been included in this study, there has been a special focus throughout on aspects of higher education.

It is recognized that a study of this nature may involve a certain degree of subjective analysis in the selection of passages and the grouping of quotations under the categories employed. Nevertheless, where it was necessary for clarity, sufficient context of the quotation was incorporated. For the purpose of this study, the section “Philosophy of Education” deals with the underlying patterns and assumptions upon which the educational program is founded. The “Mission of Education” section may properly be considered as the direction of the educational endeavor that operates directly to fulfill the gospel commission. The “Purpose of Education” section constitutes the aims, goals, and objectives of education. Overall, the mission and purpose of education are an integral extension of its philosophy and seek to directly guide educational practice.

It is the desire of the researcher to promote a profitable consideration of the foundations and target of Seventh-day Adventist education as delineated in the writings of Ellen G. White; and in so doing, promote the development of suitable means to achieve such an educational system.

INDEX OF ABBREVIATIONS

AA	The Acts of the Apostles
AG	God's Amazing Grace
BC	SDA Bible Commentary
CE	The Christian Educator
CH	Counsels on Health
COL	Christ's Object Lessons
CS	Christian Service
CT	Counsels to Parents, Teachers, and Students
DA	The Desire of Ages
Ed	Education
Ev	Evangelism
FE	Fundamentals of Christian Education
FLB	The Faith I Live By
GH	Good Health
GW	Gospel Workers
HL	Healthful Living
L	Letter
LS	Life Sketches
MCP	Mind, Character, and Personality
MH	Ministry of Healing
MM	Medical Ministry
MS	Manuscript
MYP	Messages to Young People
PK	Prophets and Kings
PP	Patriarchs and Prophets
PUR	Pacific Union Recorder
RH	Review and Herald
SM	Selected Messages
SpM	Spalding/Magan Collection
ST	Signs of the Times
STE	Special Testimonies on Education
T	Testimonies to the Church
T,B	Testimonies, Series B
Te	Temperance
TM	Testimonies to Ministers
UL	The Upward Look
YI	The Youth Instructor

TABLE OF CONTENTS

PHILOSOPHY	1
I. General statements of educational philosophy	1
II. Philosophy of origins and the physical world	1
III. Philosophy of the nature of man	2
IV. Philosophy of knowledge and truth	3
V. Philosophy of instruction and the mind	5
VI. Philosophy of educational importance	6
VII. Philosophy of educational uniqueness	7
VIII. Philosophy of educational excellence	9
IX. Philosophy of higher education	11
X. Philosophy of the highest education	13
XI. Philosophy of religion in education	14
XII. Philosophy of biblical writings	17
XIII. Philosophy of heaven and eternity	18
XIV. Philosophy of an all-round, practical education	18
XV. Philosophy of physical culture in education	20
XVI. Miscellaneous statements of educational philosophy	21
MISSION	22
I. Precedent of educational mission	22
II. Educational institutions as mission centers	22
III. Mission to train missionaries	23
IV. Mission to prepare gospel workers	24
V. Mission to present the gospel message to the world	25
VI. Mission to share a knowledge of God	25
VII. Mission to save souls	26
VIII. Mission to serve Christ and humanity	26
PURPOSE	28
I. Statements of general educational purpose	28
II. False purpose of education	28
III. Purpose to direct to a knowledge of God	28
IV. Purpose to promote the glory of God	29
V. Purpose to restore the image of God	30
VI. Purpose to develop the Christian character	31
VII. Purpose to instill obedience to God	32
VIII. Purpose to foster the understanding of biblical religion	32
IX. Purpose to teach the harmony of science and Scripture	33
X. Purpose to separate from the world	34
XI. Purpose to develop individual thinkers	35
XIII. Purpose to maintain simplicity	36
XIV. Purpose to impart usefulness	37
XV. Purpose to develop workers for God	38
XVI. Purpose to bring a blessing to others	38
XVII. Purpose to promote work aptitudes	39
XVIII. Purpose to prepare for heaven	39
XIX. Miscellaneous statements of educational purpose	40

PHILOSOPHY

I. General statements of educational philosophy

MH 129 Danger lurks in a narrow philosophy.

Ed 30 The great principles of education are unchanged. "They stand fast forever and ever;" for they are the principles of the character of God.

6T 145 Our institutions must be conducted on Christian principles if they would triumph over opposing obstacles.

PP 595 Real success in education depends upon the fidelity with which men carry out the Creator's plan.

CT 533 God will bless those schools that are conducted according to His design.

FE 538 If we have a true understanding of what constitutes the essential education, and endeavor to teach its principles, Christ will help us.

STE 240 The lessons of Christ are for every soul to learn and practice.

MH 512 We must live a twofold life—a life of thought and action, of silent prayer and earnest work.

II. Philosophy of origins and the physical world

FE 375 Creation and Christianity have one God.

MCP 53 The main object of education should be to gain a knowledge of how we can glorify God, whose we are by creation and by redemption.

Ed 16 Love, the basis of creation and of redemption, is the basis of true education.

8T 258 The theory that God did not create matter when He brought the world into existence is without foundation. In the formation of our world, God was not indebted to pre-existing matter. On the contrary, all things, material or spiritual, stood up before the Lord Jehovah at His voice and were created for His own purpose.

8T 263 God is a spirit; yet He is a personal being, for man was made in His image.

Ed 15 When Adam came from the Creator's hand, he bore, in his physical, mental, and spiritual nature, a likeness to his Maker.... But by disobedience this was forfeited. Through sin the divine likeness was marred, and well-nigh obliterated.

Ed 125 Man, created for fellowship with God, can only in such fellowship find his real life and development.

8T 258 The work of creation can never be explained by science. What science can explain the mystery of life?

CT 395 In the instruction given in our schools, the natural and the spiritual are to be combined.

4T 422 If the influence in our college is what it should be, the youth who are educated there will be enabled to discern God and glorify Him in all His works; and while engaged in cultivating the faculties which God has given them, they will be preparing to render Him more efficient service.

Ed 17 Nature still speaks of her creator. Yet these revelations are partial and imperfect. And in our fallen state, with weakened powers and restricted vision, we are incapable of interpreting aright We need the fuller revelation of Himself that God has given in His written word.

Ed 26 Although the earth was blighted with the curse, nature was still man's lesson book. It could not now represent goodness only; for evil was everywhere present, marring earth and sea and air with its defiling touch. There once was written only the character of God, the knowledge of good, now was written also the character of Satan, the knowledge of evil. From nature, which now revealed the knowledge of good and evil, man was continually to receive warning as to the results of sin.

8T 260 It is not by an original power inherent in nature that year by year the earth yields its bounties and continues its march around the sun. The hand of infinite power is perpetually at work guiding this planet.

III. Philosophy of the nature of man

Ed 14 In order to understand what is comprehended in the work of education, we need to consider both the nature of man and the purpose of God In creating him. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race.

Ed 25 Man lost all because he chose to listen to the deceiver rather than to Him who is Truth, who alone has understanding. By the mingling of evil with good, his mind had become confused, his mental and spiritual powers benumbed. No longer could he appreciate the good that God had so freely bestowed.

Ed 29 Not only intellectual but spiritual power, a perception of right, a desire for goodness, exists in every heart. But against these principles there is struggling an antagonistic power. The result of the eating of the tree of knowledge of good and evil is manifest in every man's experience. There is in his nature a bent to evil, a force which, unaided, he cannot resist. To withstand this force, to attain that ideal which in his inmost soul he accepts as alone worthy, he can find help in but one power. That power is Christ. Co-operation with that power is man's greatest need. In all educational effort should not this co-operation be the highest aim?

CT 20 The mind is to be disciplined, educated, trained] for men are to do service for God in ways that are not in harmony with inborn inclination.

Ed 230 In their view, man needs only to develop that which is within him. Such education leads the student to self-sufficiency, thus cutting him off from the source of true knowledge and power.

FE 430 Christ's work was to restore man to his original state, to heal him, through divine power, from the wounds and bruises made by sin. Man's part is to lay hold by faith of the merits of Christ, and co-operate with the divine agencies in forming a righteous character; so that God may save the sinner, and yet be just and His righteous law vindicated.

3RH 709 It is not the power that emanates from men that makes the work successful; it is the power of the heavenly intelligences working with the human agent that brings the work to perfection.

Ed 16 Unselfishness underlies all true development. Through unselfish service we receive the highest culture of every faculty. More and more fully do we become partakers of the divine nature. We are fitted for heaven., for we receive heaven into our hearts.

3T 32 We are indebted to God for all the qualities of the mind.

FE 57 The nature of man is threefold, and the training enjoined by Solomon comprehends the right development of the physical, intellectual, and moral powers.

IV. Philosophy of knowledge and truth

FE 111 Knowledge is power, either for good or for evil.

CT 38 Knowledge is power, but it is a power for good only when united with true piety. It must be vitalized by the Spirit of God, in order to serve the noblest purposes.

AT 422 Students must be impressed with the fact that knowledge alone may be, in the hands of the enemy of all good, a power to destroy them.

COL 114 "This is life eternal," He said, "that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent." John 17:3. This is true education. It imparts power.

FE 450 In Christ is the fountain of all knowledge. In Him our hopes of eternal life are centered. He is the greatest teacher the world has ever known.

MYP 191 The students in our schools are to regard the knowledge of God as above everything else. Only by searching the Scriptures can this knowledge be attained.

4T 427 The precepts and principles of religion are the first steps in the acquisition of knowledge, and lie at the very foundation of true education. Knowledge and science must be vitalized by the Spirit of God in order to serve the noblest purposes. The Christian alone can make the right use of knowledge. Science, in order to be fully appreciated, must be viewed from a religious standpoint. The heart which is ennobled by the grace of God can best comprehend the real value of education.

FE 119 Piety and a religious experience lie at the very foundation of true education. But let none feel that having an earnestness in religious matters is all that is essential in order to become educators. While they need no less of piety, they, also need a thorough knowledge of the sciences. This will make them not only good, practical Christians, but will enable them to educate the youth, and at the same time they will have heavenly wisdom to lead them to the fountain of living waters. He is a Christian who aims to reach the highest attainments for the purpose of doing others good.

STE 124 True knowledge leads to holiness of life through the sanctification of the truth.

3T 223 There is no virtue in ignorance, and knowledge will not necessarily dwarf Christian growth; but if you seek for it from principle, having the right object before you and feeling your obligation to God to use your faculties to do good to others and promote His glory, knowledge will aid you to accomplish this end.

CT 451 That education only is wholesome and essential which leads to a knowledge of the value that God has placed upon mankind.

CT 488 What we need is knowledge that will strengthen mind and soul, that will make us better men and women. Heart education is of far more importance than mere book learning. It is well,

even essential, to have a knowledge of the world in which we live; but if we leave eternity out of our reckoning, we shall make a failure from which we can never recover.

CE 236 To many, education means a knowledge of books; “but the fear of the Lord is the beginning of wisdom. ‘

ISM 265 Persons who are highly educated are likely to depend more upon their book knowledge than upon God. Often, they do not seek a knowledge of God’s ways by wrestling earnestly with Him in secret prayer, laying hold upon the promises of God by faith.

Ed 14 So, as far as their teaching is true, do the world’s great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world.

FE 338 The pursuit of knowledge merely for its own sake, diverts the mind from devotion to God, checks advance along the path of practical holiness, and hinders souls from traveling in the way which leads to a holier, happier life.

MM 81 The pursuit of knowledge merely for its own sake diverts the mind from devotion to God and checks advance along the path of practical holiness. The Lord Jesus imparted only such a measure of instruction as could be utilized. The minds of the disciples were often excited by curiosity; but instead of gratifying their desire to know things which were not necessary for the proper conduct of their work, He opened new channels of thought to their minds. He gave them much needed instruction upon practical godliness.

MH 448 Christ imparted only that knowledge which could be utilized. His instruction of the people was confined to the needs of their own condition in practical life.... To those who were so eager to pluck from the tree of knowledge, He offered the fruit of the tree of life. They found every avenue closed except the way that leads to God. Every fountain was sealed save the fountain of eternal life.

MH 450 It is not enough even to have knowledge. We must have ability to use the knowledge aright.

DA 250 It is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind, and soul with soul. It is only life that can beget life.

FE 288 We must teach truth rather than fiction and falsehood.

Ed 225 True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character.

MYP 190 To many, education means a knowledge of books; but “the fear of the Lord is the beginning of wisdom.”

4T 648 Education comprises more than a knowledge of books. Proper education includes not only mental discipline, but that training which will secure sound morals and correct deportment.

8T 306 Many think that in order to obtain an education it is necessary to study the productions of writers who teach infidelity, because their works contain some bright gems of thought.... Why should we wade through the mass of error contained in the works of pagans and infidels, for the sake of a few intellectual truths, when all truth is at our command?

6T 165 The messenger of God then took from the hands of several teachers those books which they had been making their study, some of which had been written by infidel authors and contained infidel sentiments, and laid them aside, saying: "There never has been a time in your lives when the study of these books was for your present good and advancement, or for your future, eternal good."

Ed 17 Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny.

6T 131 We know that there are many schools which afford opportunities for education in the sciences, but we desire something more than this. The science of true education is the truth, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds. The third angel's message is truth.

V. Philosophy of instruction and the mind

Ed 30 Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school. Adam and Eve received instruction through direct communion with God; we behold "the light of the knowledge of His glory" in the face of Christ.

3T 131 The greatest care should be taken in the education of youth to so vary the manner of instruction as to call forth the high and noble powers of the mind.

Ed 232 Christ discerned the possibilities in every human being.... The same personal interest, the same attention to individual development, are needed in educational work today.

STE 69 Parents and teachers should so cultivate the tendencies of the youth, that at each stage of their life they may represent the natural beauty appropriate to that period, unfolding gradually, as do the plants and flowers in the garden.

FE 258 Thorough discipline, under a wise teacher, is of more value than the natural aptitude and endowment, where there is no discipline.

Ed 232 Every youth should be taught the necessity and the power of application. Upon this, far more than upon genius or talent, does success depend.

2T 264 True education is the power of using our faculties so as to achieve beneficial results.

FE 490 Let all our work be thorough, faithful, and true.

3T 131 There is a time for training children and a time for educating youth, and it is essential that in school both of these be combined in a great degree.

6T 152 Our schools must be more like the schools of the prophets. They should be training schools, where the students may be brought under the discipline of Christ and learn of the Great Teacher. They should be family schools, where every student will receive special help from his teachers as the members of the family should receive help in the home.

4T 426 Aids to self-development must be given to the youth; they must be drawn out, stimulated, encouraged, and urged to action.

Ed 234 The teacher should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned.

Ed 41 True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused.

FE 388 A pure education for youth in our schools undiluted with heathen philosophy, is a positive necessity in literary lines.

Ed 231 Error rarely appears for what it really is. It is by mingling with or attaching itself to truth that it gains acceptance.

PP 596 It is a law of the mind that it gradually adapts itself to the subjects upon which it is trained to dwell.

Ed 109 The harvest is a reproduction of the seed sown.

VI. Philosophy of educational importance

6T 162 Christ said: "The subject of education should interest the whole Seventh-day Adventist body."

CT 417 As long as time shall last, we shall have need of schools.

4T 425 I wish I could find language to express the importance of our college. All should feel that it is one of God's instrumentalities to make Himself known to man.

IT 399 It is a sin for parents to allow their children to grow up in ignorance.

CT 46 There is no work more important than the education of our youth.

FE 89 There can be no more important work than the proper education of our youth.

FE 57 No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children.

CT 47 The future of society will be determined by the youth of today.

MB 406 Throughout the world, society is in disorder, and a thorough transformation is needed. The education given to the youth is to mold the whole social fabric.

6T 150 The education given to the young molds the whole social fabric. Throughout the world, society is in disorder, and a thorough transformation is needed.

CT 511 Our Saviour did not ignore learning or despise education.

DA 249 The Saviour did not despise education; for when controlled by the love of God, and devoted to His service, intellectual culture is a blessing.

FE 83 Jesus loves the precious youth; and He is not pleased to see them grow up with uncultivated, undeveloped talents. They may become strong men of firm principle, fitted to be entrusted with high responsibilities, and to this end they may lawfully strain every nerve.

5T 390 Those who are uneducated, untrained, and unrefined are not prepared to enter a field in which the powerful influences of talent and education combat the truths of God's word. Neither can they successfully meet the strange forms of error, religious and philosophical combined, to expose which requires a knowledge of scientific as well as Scriptural truth.

4T 426 Cultivated intellect is now needed in the cause of God, for novices cannot do the work acceptably. God has devised our college as an instrumentality for developing workers of whom He will not be ashamed.

FE 192 In the future there will be more pressing need of men and women of literary qualifications than there has been in the past; for broad fields are opening out before us, white already for harvest.

CT 534 Education is necessary both for the proper fulfillment of the domestic duties of life and for success in every field of usefulness.

Ev 476 All who connect with the work of the third angel should first feel their need of an education, and a most thorough training process for the work, in reference to their future usefulness.

MH 395 True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education.

Ed 57 The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall. But such a character is not the result of accident; it is not due to special favors or endowments of Providence. A noble character is the result of self-discipline, of the subjection of the lower to the higher nature—the surrender of self for the service of love to God and man.

4T 426 Teachers should not feel that their duty is done when their pupils have been instructed in the sciences. But they should realize that they have the most important missionary field in the world.... It must be remembered that the youth are forming habits which will, in nine cases out of ten, decide their future.

CT 63 Parents, teachers, students, remember that you are building for eternity. See that your foundation is sure; then build firmly, and with persistent effort, but in gentleness, meekness, love.

MS 1897, Jul8 When they reach the heavenly school, their education will have advanced just in proportion as in this world they strove to obtain a knowledge of God and the world's Redeemer. And just in proportion to the advancement they have made in seeking God and His righteousness will they be rewarded in the future immortal life.

VII. Philosophy of educational uniqueness

**Also see PURPOSE TO SEPARATE FROM THE WORLD

RH 1913, Mar6 I am instructed to say that in our educational work there is to be no compromise in order to meet the world's standards. God's commandment-keeping people are not to unite with the world to carry various lines of work according to worldly plans and worldly wisdom.... Let us determine that we will not be tied by so much as a thread to the educational policies of those who do not discern the voice of God, and who will not harken to his commandments.

6T 142 We are not at liberty to teach that which shall meet the world's standard or the standard of the church, simply because it is the custom to do so. The lessons which Christ taught are to be the standard.

FE 289 We are not to elevate our standard just a little above the world's standard; but we are make the line of demarcation decidedly apparent.... When we reach the standard that the Lord

would have us reach, worldlings will regard Seventh-day Adventists as odd, singular, strait-laced extremists. "We are made a spectacle unto the world, and to angels, and to men."

6T 146 By conforming entirely to the will of God, we shall be placed upon vantage ground, and shall see the necessity of decided separation from the customs and practices of the world. We are not to elevate our standard just a little above the world's standard, but we are to make the distinction decidedly apparent.

6T 152 The work done in our schools is not to be like that done in the colleges and seminaries of the world. In the grand work of education, instruction in the sciences is not to be of an inferior character, but that knowledge must be considered of first importance which will fit a people to stand in the great day of God's preparation.

5T 61 The Lord has repeatedly shown that we should not pattern after the popular schools. Ministers of other denominations spend years in obtaining an education. Our young men must obtain theirs in a short time.

CT 389 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.

CT 56 Neither are we to follow the routine of worldly schools. The instruction given in Seventh-day Adventist schools is to be such as to lead to the practice of true humility. In speech, in dress, in diet, and in the influence exerted, is to be seen the simplicity of true godliness.

CT 532 God has revealed to me that we are in positive danger of bringing into our educational work the customs and fashions that prevail in the schools of the world.... The plan of the schools we shall establish in these closing years of the message is to be of an entirely different order from those we have instituted.

FE 115 Studies should generally be few and well chosen, and those who attend our colleges are to have a different training from that of the common schools of the day.... The world's maxims, the world's customs and practices, are not the teaching they need; but they are to see that the teachers in the schools care for their souls, that they will take a decided interest in their spiritual welfare, and religion is to be the great principle inculcated.

CT 86 There has been an effort to mold our school after other colleges. When this is done, we can give no encouragement to parents to send their children to Battle Creek College.

FE 71 We should not close our eyes to the defects in the present system of education. In the eager effort to secure intellectual culture, physical as well as moral training has been neglected.... All the powers of mind and body should be called into active exercise, that the youth may become strong, well-balanced men and women.

FE 328 The general method of educating the youth does not meet the standard of true education.

CT 533 I have been shown that in our educational work we are not to follow the methods that have been adopted in our older established schools. There is among us too much clinging to old customs, and because of this we are far behind where we should be in the development of the third angel's message.

4T 432 Professors and teachers should reflect upon the best means of maintaining the peculiar character of our college; all should highly esteem the privileges which we enjoy in having such a school and should faithfully sustain it and guard it from any breath of reproach.

CT 24 Teachers, turn from the example of the world, cease to extol professedly great men; turn the minds of your students from the glory of everything save the cross of Christ.

3T 158 We can do much, even in these last days, to correct the existing evils in the education of youth.... Give the young that education which is consistent with our faith. We are reformers.

6T 143 To lower the standard in order to secure popularity and an increase of numbers, and then to make this increase a cause of rejoicing, shows great blindness. If numbers were an evidence of success, Satan might claim the pre-eminence; for in this world his followers are largely in the majority. It is the degree of moral power pervading a school that is a test of its prosperity.

6T 145 In our institutions of learning will listen to His voice and follow in His ways, God will correct and enlighten them, and bring them back to their upright position of distinction from the world.

VIII. Philosophy of educational excellence

**Also see PURPOSE TO ACHIEVE EXCELLENCE

Ed 296 "Something better" is the watchword of education, the law of all true living.

STE 92 Dullness and ignorance are no virtue.

FE 119 God does not want us' to be content with lazy, undisciplined minds, dull thoughts, and loose memories.

2T 342 God never sends his Spirit to sanction ignorance.

3T 160 Ignorance will not increase the humility or spirituality of any professed follower of Christ. The truths of the divine word can be best appreciated by an intellectual Christian. Christ can be best glorified by those who serve Him intelligently.

FE 373 I hope that no one will receive the impression from any words I have written, that the standard of the school is to be in any way lowered. There should be most diligent and thorough education in our school, and in order to secure this, the wisdom that comes from God must be made first and most important. The religion of Christ never sanctions physical or mental laziness.

FE 47 Jesus did not despise education. The highest culture of the mind, if sanctified through the love and the fear of God, receives His fullest approval.

CT 365 God's ideal for His children is higher than the highest human thought can reach.... The ideal of Christian character is Christlikeness.

COL 333 The Lord bids us love Him with all the heart, and with all the soul, and with all the strength, and with all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator.

CT 32 Love, the basis of creation and of redemption, is the basis of true education.... Through unselfish service we receive the highest culture of every faculty.

FE 47 The human mind is susceptible of the highest cultivation.

COL 333 God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers.

CT 402 In your search for knowledge, climb higher than the standard set by the world; follow where Jesus has led the way.

MH 449 It is right for the youth to feel that they must reach the highest development of their mental powers. We would not restrict the education which God has set no limit. But our attainments avail nothing if not put to use for the honor of God and the good of humanity.

MYP 176 It is right that you should feel that you must climb to the highest round of the educational ladder.... But your sacrifice of time and money will avail nothing if you do not use your attainments for the honor of God and the good of humanity.... The education that does not furnish knowledge as enduring as eternity is of no purpose.

FE 82 Dear, youth, what is the aim and purpose of your life? Are you ambitious for education that you may have a name and position in the world? Have you thoughts that you dare not express, that you may one day stand upon the summit of intellectual greatness; that you may sit in deliberative and legislative councils, and help to enact laws for the nation? There is nothing wrong in these aspirations. You may every one of you make your mark. You should be content with no mean attainments. Aim high, and spare no pains to reach the standard.

FE 375 All who engage in the acquisition of knowledge should aim to reach the highest round of progress. Let them advance as fast and as far as they can; let their field of study be as broad as their powers can compass, making God their wisdom.

CT 394 Let students advance as fast and as far as they can; let the field of their study be as broad as their powers can compass; but let them make God their wisdom, clinging to Him who is infinite in knowledge, who can reveal secrets hidden for ages, and who can solve the most difficult problems for minds that believe in Him.

Ed 234 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.

FE 107 He cannot place his foot on the third, fourth, or fifth round of the ladder of progress before he has begun at the first round.

Ed 234 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.

FE 373 No movement should be made to lower the standard of education in our school at Battle Creek. The students should tax the mental powers; every faculty should reach the highest possible development.

MS 1902, 125 Students, do your best. This is all that God asks of you.

FE 98 Does the chief excellence of education consist in treating the individual branches of study, apart from that deeper investigation which involves the searching of the Scriptures, and a knowledge of God and the future life? Does it consist in imbuing the minds of the young with heathenish conceptions of liberty, morality, and justice?

FE 98 In what consists the superior excellence of our systems of education? Is it in the classical literature which is crowded into our sons? Is it in the ornamental accomplishments which our

daughters obtain at the sacrifice of health of mental strength? Is it in the fact that modern instruction is so generally separated from the word of truth, the gospel of our salvation?

CT 45 God would not have us in any sense- behind in educational work. Our colleges should be far in advance in the highest kind of education.

CT 402 The standard of education in our schools is lowered as soon as Christ ceases to be the pattern of teachers and students.

IX. Philosophy of higher education

STE 23 The higher education is what makes students acquainted with God and His -word, and fits them for eternal life.

FE 431 The true higher education is what makes students acquainted with God and His word, and fits them for eternal life.

Ed 14 The true “higher education” is that imparted by Him with whom “is wisdom and strength” (Job 12:13), out of whose mouth “cometh knowledge and understanding.” Proverbs 2:6.

FE 468 Christ gave the education which alone can be called the higher education.

CT 375 Only as the higher life is brought to view, as shown in the teachings of Christ, can any learning and instruction rightly be called higher education; and only by the aid of the Holy Spirit can this education be gained.

COL 22 In the Saviour’s parable teaching is an indication of what constitutes the true “higher education.” ... He taught them to behold Him as manifested in His work, in His word, and by His providences.

CT 35 Christ did not deal in abstract theories, but in that which is essential to the development of character, that which will enlarge man’s capacity for knowing God, and increase his power to do good.... Those who are ignorant of education as it was taught and exemplified in the life of Christ, are ignorant of what constitutes the higher education.

9T 174 To have the higher education is to have a living connection with Christ.

MS 1898, 185 This is higher education, to learn the meekness and lowliness of Christ.

MS 1909, 7 To have the higher education is to have the religion of Christ, the sanctification of the Spirit of God. It is to have close friendship with God, to be in that place where we can have communion with Him, and to work under the ministration of His Spirit. The reason why I have been so anxious that ‘we should open our proposed training school in California is that many youth may be encouraged to seek for this higher education.... We want that here the higher education shall be understood and sought for—the education that comes from Christ and is imparted by God to His people.

FE 467 What is higher education? No education can be called higher education unless it bears the similitude of heaven, unless it leads young men and young women to be Christlike, and fits them to stand at the head of their families in the place of God.

CT 12 Higher education calls for something greater, something more divine, than the knowledge to be obtained merely from books. It means a personal, experimental knowledge of Christ. It means emancipation from ideas, from habits and practices, that have been gained in the school of the prince of darkness, and which are opposed to loyalty to God. It means to overcome

stubbornness, pride, selfishness, worldly ambition, and unbelief. It is the message of deliverance from sin.

CT 488 To gain the higher education means to become a partaker of the divine nature. It means to copy the life and character of Christ, so that we shall stand on vantage-ground as we fight the battles of life. It means to gain daily victories over sin.

CT 11 Higher education is an experimental knowledge of the plan of salvation, and this knowledge is secured by earnest and diligent study of the Scriptures. Such an education will renew the mind and transform the character, restoring the image of God in the soul. It will fortify the mind against the deceptive whisperings of the adversary, and enable us to understand the voice of God. It will teach the learner to become a co-worker with Jesus Christ, to dispel the moral darkness about him, and bring light and knowledge to men. It is the simplicity of true godliness—our passport from the preparatory school of earth to the higher school above.

CT 455 The Old Testament Scriptures were the lesson-book of Israel.... This is the higher education.

COL 107 The true higher education is gained by studying and obeying the word of God. But when God's word is laid aside for books that do not lead to God and the kingdom of heaven, the education is a perversion of the name.

STE 164 Higher education is that which places the Bible as the very foundation of all education.

6T 162 If you had never read one word in these infidel books you would today be far better able to comprehend that Book which, above all other books, is worthy to be studied, and which gives the only correct ideas regarding higher education.

CT 400 Higher education is not gained by the study of a certain class of books that worldly teachers deem essential, but by the study of the word of God. This study will lead to obedience to His requirements, and to a constant walking in the footsteps of Christ. There is no education higher than that to be found in the lessons that Christ gave.

CT 11 To gain the higher education means to follow the word of God implicitly; it means to walk in the footsteps of Christ, to practice His virtues. It means to give up selfishness, and to devote the life to the service of God.

CE 1897, Aug 1 The truths contained in Scriptures are grand, elevating, uplifting, ennobling.... Only this higher phase of education is able to prepare students for the higher school, where Christ and God will be the teachers, and where, throughout eternity, we shall learn how best to magnify and glorify God's name.

FE 468 Of many who have received the so-called higher education, God declares, "Thou art weighed in the balances, and art found wanting," —wanting in a knowledge of practical business, wanting in a knowledge of how to make the best use of time, wanting in a knowledge of how to labor for Jesus.

CT 15 Unless the student has pure mental food, thoroughly winnowed from the so-called "higher education," which is mingled with infidel sentiments, he cannot truly know God. Only those who cooperate with heaven in the plan of salvation can know what true education in its simplicity means.

X. Philosophy of the highest education

6T 131 A knowledge of God and of Jesus Christ “whom He has sent” is the highest education.

8T 317 The knowledge of God and of Jesus Christ expressed in the character is an exaltation above everything else that is esteemed on earth or in heaven. It is the very highest education.

CT 37 The knowledge of God and of Jesus Christ expressed in character is the very highest education. It is the key that opens the portals of the heavenly city.

Ev 456 A knowledge of God is the highest education, and it will cover the earth with its wonderful truth as the waters cover the sea.

Ed 14 In a knowledge of God all true knowledge and real development have their source. ... In this communion is found the highest education.

8T 308 The words of the living God are the highest of all education.

FE 532 The highest education is found in the word of the living God. That education which teaches us to submit our souls to God in all humility, and which enables us to take the word of God and believe just what it says, is the education that is most needed.

MM 111 The science of a pure, wholesome, consistent Christian life is obtained by studying the word of the Lord. This is the highest education that any earthly being can obtain. These are the lessons that the students in our schools are to be taught.

CT 398 The highest education will be found in studying the mystery of godliness. The great truths of God’s word, if believed and received and carried into the life practice, will result in education of the highest order.

CT 15 The Word is the foundation of all true knowledge. The highest education they can receive is to learn how to add to their “faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity.”

UL 305 We talk of higher education.... This is the highest education —to make the life of Christ our constant lesson book.

CT 36 In His resistance of evil and His labor for others, Christ gave to men an example of the highest education. He revealed God to His disciples in a way that wrought in their hearts a special work.

DA 251 Men of the highest education in the arts and sciences have learned precious lessons from Christians in humble life who were designated by the world as unlearned. But these obscure disciples had obtained an education in the highest of all schools. They had sat at the feet of Him who spoke as “never man spake.”

9T 174 The highest education is to follow in the footsteps of Christ, patterning after the example He gave when He was in the world. We cannot gain an education higher than this, for this class of training will make men laborers together with God.

CT 46 The highest education is that which will teach our children and youth the science of Christianity, which will give them an experimental knowledge of God’s ways, and will impart to them the lessons that Christ gave to His disciples, of the paternal character of God.

CT 45 The highest class of education is that which will give such knowledge and discipline as will lead to the best development of character, and will fit the soul for that life which measures with the life of God.

MS 1902, 125 What are you here for? Is it to obtain an education that will help you to stand by the side of Christ in unselfish service? This is the highest education that you can possibly obtain.

6BC 1083 We need to understand that the highest education ever given to mortals develops a spirit of humility, for it reveals how much more there is yet to learn.

2SM 161 In the providence of God, every good and great enterprise is subjected to trials, to test the purity and the strength of the principles of those who are standing in positions of responsibility, and to mold and substantiate the individual human character after God's model. This is the highest order of education.

MM 88 There can be no higher education than that which came forth from Him who gave His life that humanity might grasp divinity, and fallen man become one with God. The teacher who is so foolish as to think that he can give to the students a more perfect knowledge than that given by the Great Teacher, Christ Jesus, is ignorant of what constitutes the higher education.

MM 88 Our students must be educated to understand that there can be no education higher than that which was given by the Great Teacher to the world.... This higher knowledge, the knowledge of the glory of God, is to shine into their hearts, that the excellency of the power may be of God and not of men.

FE 534 There is no higher education to be gained than that which was given to the early disciples, and which is given to us through the word. May the Holy Spirit of God impress your minds with the conviction that there is nothing in all the world in the line of education that is so exalted as the instruction contained in the sixth and seventh chapters of Second Corinthians.

Ed 18 Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions. Such an education provides more than mental discipline; it provides more than physical training. It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. It fortifies the mind against evil. Instead of some master passion becoming a power to destroy, every motive and desire are brought into conformity to the great principles of right. As the perfection of His character is dwelt upon, the mind is renewed, and the soul is re-created in the image of God. What education can be higher than this?

XI. Philosophy of religion in education

**Also see PURPOSE TO FOSTER THE UNDERSTANDING OF BIBLICAL RELIGION

STE 240 The Great Teacher calls for every youth to learn the true philosophy of education, — what must I do to be saved?

CT 108 By some, education is placed next to religion, "but true education is religion.

Ed 30 In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, "other foundation can no man lay than that is laid, which is Jesus Christ."

CT 505 Piety and religious experience lie at the very foundation of true education.

TM 196 The precepts and principles of religion are the first steps in the acquisition of knowledge, and lie at the very foundation of true education.... The Christian alone can make the right use of knowledge.

CT 502 Religion is the great principle to be inculcated; for the fear of God is the beginning of wisdom.

CT 505 Education balanced by a solid religious experience, fits the child of God to do his appointed work steadily, firmly, understanding^.

CT 412 Without the vital principles of true religion, without the knowledge of how to serve and glorify the Redeemer, education is more harmful than beneficial.

2T 264 To cultivate religious thoughts and devotional feelings is not made a part of education. These should influence and control the entire being.

CT 393 The knowledge of God is the real essence of education.

Ed 14 In a knowledge of God, all true knowledge and real development have their source.

MH 409 A knowledge of God is the foundation of all true education and of all true service.... Transformation of character, purity of life, efficiency in service, adherence to correct principles, all depend upon a right knowledge of God.

FE 82 The fear of the Lord lies at the foundation of all true greatness.

CT 66 God is the source of all wisdom.... Before men can be truly wise, they must realize their dependence upon God, and be filled with His wisdom.

FE 350 Education is a grand life work; but to obtain true education, it is necessary to possess that wisdom that cometh alone from God. The Lord God should be represented in every phase of education.

DA 69 True education would lead the youth to "seek the Lord, if haply they might feel after Him, and find Him." Acts 17:27.

CT 36 Those who give themselves to learn the way and will of God, are receiving the highest education that it is possible for mortals to receive.

CT 497 It is not necessary that all know several languages; but it is necessary that all have an experience in the things of God.

Ed 41 A life centered in God is a life of completeness.

6RH 272 True education is the inculcation of those ideas that will impress the mind and heart with the knowledge of God the Creator and Jesus Christ, the Redeemer.

MS 1895, 20 True education is the inculcation of those ideas which will impress the mind with the knowledge of God, the Creator, and Jesus Christ, the only begotten Son of God.

FE 392 The power and soul of true education is a knowledge of God, and of Jesus Christ whom He hath sent.

CE 1897, Aug When they reach the heavenly school, their education will have advanced just in proportion as in this world they strove to obtain a knowledge of God and the world's Redeemer.

Ed 83 In the Teacher sent from God, all true educational work finds its center.

CT 496 That education alone which brings the student into close relation with the great Teacher, is true education.

FE 514 The education that brings the student into close relation with the Teacher sent from God, is true education.

CT 36 Christian education means the acceptance, in sentiment and principle, of the teachings of the Saviour. It includes a daily conscientious walking in the footsteps of Christ.

STE 17 To learn and do the works of Christ, is to obtain a true education.

CT 12 Education is a failure unless the understanding has learned to grasp the truths of divine revelation, and unless the heart accepts the teachings of the gospel of Christ.

FE 328 True education is a grand science; for it is founded on the fear of the Lord, which is the beginning of wisdom. Christ is the greatest Teacher this world ever knew.

Ed 263 The cross is a revelation to our dull senses of the pain that, from its very inception, sin has brought to the heart of God.

5T 590 Do not feel that your work as teachers is done unless you can lead your scholars to faith in Jesus and love for Him.... Teaching your students to be Christians is the greatest work before you.

6T 127 Most earnest attention must be given to the education which will impart a knowledge of salvation, and will conform the life and character to the divine similitude.

FE 516 A deep Christian experience will be combined with the work of true education.... The education should be such that the students will make right principles the guide of every action.

6T 128 "Blessed is he that readeth, and they that hear the words of this prophecy, and keep those things which are written therein: for the time is at hand." This is the education that is to be patiently given. Let our lessons be appropriate for the day in which we live, and let our religious instruction be given in accordance with the messages God sends.

AA 126 When the mind of man is brought into communion with the mind of God, the finite with the Infinite, the effect on body and mind and soul is beyond estimate. In such communion is found the highest education. It is God's own method of development. "Acquaint now thyself with Him" (Job 22:21), is His message to mankind.

COL 334 True education means more than the colleges can give. While the study of the sciences is not to be neglected, there is a higher training to be obtained through a vital connection with God. Let every student take his Bible and place himself in communion with the great Teacher. Let the mind be trained and disciplined to wrestle with hard problems in the search for divine truth.

AA 530 Having received the faith of the gospel, the next work of the believer is to add to his character virtue, and thus cleanse the heart and prepare the mind for the reception of the knowledge of God. This knowledge is the foundation of all true education and of all true service.

8T 311 Heart education is of more importance than the education gained from books. It is well, even essential, to obtain a knowledge of the world in which we live; but if we leave eternity out of our reckoning, we shall make a failure from which we can never recover.

CT 449 Sanctification does not close the avenues of the soul to knowledge, but expands the mind, and inspires it to search for truth as for hidden treasure.

XII. Philosophy of biblical writings

****Also see PURPOSE TO TEACH THE HARMONY OF SCIENCE AND SCRIPTURE**

Ed 191 Every part of the Bible is given by inspiration of God and is profitable.

Ed 124 Every principle in the word of God has its place, every fact its bearing.

Ed 190 The Bible is its own expositor. Scripture is to be compared with scripture. The student should learn to view the word as a whole, and to see the relation of its parts.

5T 59 The Bible should be one of the principal subjects of study.

6T 131 Above all other books, the word of God must be our study, the great textbook, the basis of all education.

CT 86 The study of the Scriptures should have the first place in our system of education.

FE 376 When we aim at a low standard, we shall reach only a low standard. We commend to every student the Book of books as the grandest study for the human intelligence, as the education essential for this life, and for eternal life. But I did not contemplate a letting down of the educational standard in the study of the sciences.

CT 422 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 ennoble, purify, and refine the character, it is without a rival.

CT 395 We commend to every student the Book of books as the grandest study for human intelligence, the book that contains the knowledge essential for this life and for the life to come. But I do not encourage a letting down of the educational standard in the study of the sciences.

CT 422 The Bible . . . tells us of the love of God as shown in the plan of redemption, imparting the knowledge essential for all students — the knowledge of Christ.

Ed 124 As a means of intellectual training, the Bible is more effective than any other book, or all other books combined.

CT 52 In the word of God the mind finds subjects for the deepest thought, the loftiest aspirations.

CT 52 As an educator, the Holy Scriptures are without a rival.

5T 24 As an educating power the Bible is without a rival. Nothing will so impart vigor to all the faculties as requiring students to grasp the stupendous truths of revelation.

PP 596 As an educating power the Bible is without a rival. In the word of God, the mind finds subject for the deepest thought, the loftiest aspiration.

Ed 17 The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education. To obtain an education worthy of the name, we must receive a knowledge of God, the Creator, and of Christ, the Redeemer, as they are revealed in the sacred word.

FE 490 In our training-schools the Bible is to be made the basis of all education.

COL 41 "The sower soweth the word." Here is presented the great principle which should underlie all educational work.

MH 401 The development of the whole being, physical, mental, and spiritual, and the teaching of service and sacrifice, should be kept constantly in view.... Such an education must be based upon the word of God. Here only are its principles given in their fullness. The Bible should be made the foundation of study and of teaching. The essential knowledge is a knowledge of God and of Him whom He has sent.

6T 131 The urgent necessities that are making themselves felt in this time demand a constant education in the word of God. This is present truth.

CT 65 The word of God is studied; a vital connection with God is maintained, and the better feelings and traits of character are brought into exercise. This kind of education produces results as lasting as eternity. "The fear of the Lord is the beginning of wisdom" (Prov. 9:10), and better than all knowledge is an understanding of His word.

COL 43 The education to be secured by searching the Scriptures is an experimental knowledge of the plan of salvation. Such an education will restore the image of God in the soul. It will strengthen and fortify the mind against temptation and fit the learner to become a co-worker with Christ in His mission of mercy to the world. It will make him a member of the heavenly family and prepare him to share the inheritance of the saints in light.

Ed 254 In the study of the Bible the student should be led to see the power of God's word.

4T 425 A most important part of their education has been neglected. That which lies at the foundation of all true knowledge should not have been made a secondary consideration. "The fear of the Lord is the beginning of wisdom." "Seek ye first the kingdom of God, and His righteousness." This must not be made last, but first. The student must have opportunities to become conversant with his Bible. He needs time for this.

FE 388 The youth are in need of educators who shall keep the word of God ever before them in living principles.

FE 414 The Bible is to be our light, our educator.

XIII. Philosophy of heaven and eternity

**See PURPOSE TO PREPARE FOR HEAVEN

XIV. Philosophy of an all-round, practical education

**Also, see PURPOSE TO IMPART USEFULNESS

MYP 168 True education is the preparation of the physical, mental, and moral powers for the performance of every duty; it is the training of body, mind, and soul for divine service.

L 1899, 189 True education is the preparation of the mental, moral, and physical powers for the performance of every duty; pleasant or otherwise, the training of every habit and practice, of heart, mind, and soul for divine service.

Ed 13 True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the

mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.

CT 64 True education means more than taking a certain course of study. It is bread. It includes the harmonious development of all the physical powers and the mental faculties. It teaches the love and fear of God, and is a preparation for the faithful discharge of life's duties.

MYP 271 Education is but a preparation of the physical, intellectual, and spiritual powers for the best performance of all the duties of life.... The mind should be so disciplined that all its powers will be symmetrically developed.

5T 522 Every power—physical, mental, and moral—needs to be trained, disciplined, and developed, that it may render its highest service.

FE 42 Moral, intellectual, and physical culture should be combined in order to have well-developed, well-balanced men and women.

FE 19 If he is a sincere Christian, he will feel the necessity of having an equal interest in the physical, mental, moral, and spiritual education of his scholars.

Ed 225 True education imparts this wisdom (Proverbs 4:7; 15:2). It teaches the best use not only of one but of all our powers and acquirements. Thus it covers the whole circle of obligation—to ourselves, to the world, and to God.

CT 333 Education comprises more than a knowledge of books. Proper education includes not only mental discipline, but that training which will secure sound morals and correct deportment.

3T 33 Christians are under obligation to Him to so train the mind that all the faculties may be strengthened and more fully developed.

FE 37 All the powers of the mind should be called into use and developed, in order for men and women to have well-balanced minds.

5T 522 Much has been said and written in regard to the importance of training the mind for its highest service. This has sometimes led to the opinion that if the intellect is educated to put forth its highest powers, it will strengthen the physical and moral nature, for the development of the whole man. Time and experience have proved this to be an error.

Te 137 Our first duty toward God and our fellow beings is that of self-development. Every faculty with which the Creator has endowed us should be cultivated to the highest degree of perfection, that we may be able to do the greatest amount of good of which we are capable.

MH 398 True education includes the whole being. It teaches the right use of one's self.

Ed 233 A well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development, which is the result of thorough, all-round training.

Ed 16 Love, the basis of creation and of redemption, is the basis of true education. ... It means that in the whole being—the body, the mind, as well as the soul—the image of God is to be restored.

MH 450 An education that would make them practical men and women, fitted to bear life's responsibilities—such an education would be of the highest value.

CT 389 The education needed is that which will qualify students for practical service, by teaching them to bring every faculty under the control of the Spirit of God. The study book of the highest value is that which contains the instruction of Christ, the Teacher of teachers.

CT 545 Our schools should be so conducted that teachers and students will constantly become more and more efficient. By faithfully putting to a practical use that which they have learned, they will increase in ability to use their knowledge.

MCP 53 In the place of crowding youthful minds with a mass of things that are distasteful and that in many cases will never be of any use to them, a practical education should be given.

3T 158 Very many youth who have gone through a college course have not obtained that true education that they can put to practical use. They may have the name of having a collegiate education, but in reality, they are only educated dunces.

XV. Philosophy of physical culture in education

**Also see PURPOSE TO PROMOTE WORK APTITUDES

MM 81 In all our educational institutions physical and mental work should have been combined.... For many years it has been presented to me that teachers and students should unite in this work

7T 267 For many years I have kept before our people the need, in the education of the youth, of an equal taxation of the physical and mental powers.

FE 38 In order to preserve the balance of the mind, labor and study should be united in the schools. ... A portion of the time each day should have been devoted to labor, that the physical and mental powers might be equally exercised.

FE 73 While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures. This training would encourage habits of self-reliance, firmness, and decision. Graduates of such institutions would be prepared to engage successfully in the practical duties of life. They would have courage and perseverance to surmount obstacles, and firmness of principle that would not yield to evil influences.

CT 307 Students who have gained book knowledge without gaining a knowledge of practical work, cannot lay claim to a symmetrical education.... Education does not consist in using the brain alone.

MYP 178 Students who have gained book knowledge without gaining a knowledge of practical work cannot lay claim to a symmetrical education.... Education does not consist in using the brain alone. Physical employment is a part of the training essential for every youth. An important phase of education is lacking if the student is not taught how to engage in useful labor.

CT 307 Every student should devote a portion of each day to active labor. Thus habits of industry will be formed and a spirit of self-reliance encouraged, while the youth will be shielded from many evil and degrading practices that are so often the result of idleness. And this is all in keeping with the primary object of education; for in encouraging activity, diligence, and purity, we are coming into harmony with the Creator.

Ed 221 In acquiring an education, many students would gain a most valuable training if they would become self-sustaining.... The lessons of economy, industry, self-denial, practical business management, and steadfastness of purpose, thus mastered, would prove a most important part of their equipment for the battle of life.

CT 296 The lesson cannot be too often repeated, that education will be of little value without physical strength with which to use it.

XVI. Miscellaneous statements of educational philosophy

TM 403 The Lord will use educated men if their supposed knowledge does not lead them to desire to work the Holy Spirit, and to seek to teach the Lord that human policy is better than divine plans, because it accords better with popular opinion.

TM 195 The grace of Christ with its purifying, ennobling influence, will do more for us than all the worldly education upon etiquette that is made so essential.

6T 172 Christian sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of in our schools.

L 1896, 121 True education strengthens moral powers, expands the mind, and should be cultivated.

MISSION

I. Precedent of educational mission

Ed 28 Sin not only shuts us away from God, but destroys in the human soul both the desire and the capacity for knowing Him. All this work of evil it is Christ's mission to undo.

FE 47 Christ chose humble men and connected them with Himself, that He might educate them to carry forward the great work on earth when He should leave it.... Their words and their works were to revolutionize the world.

Ed 95 No longer were the disciples ignorant and uncultured.... Christ filled their thoughts. The advancement of His kingdom was their aim.

Ed 96 To every nation under heaven was the gospel carried in a single generation.... The presence of the same guide in educational work today will produce the same results as of old. This is the end to which true education tends; this is the work that God designs it to accomplish.

II. Educational institutions as mission centers

6T 18 Institutions of learning ... are instrumentalities of God to cooperate in the grand work represented by the first, second, and third angels, the work of warning the inhabitants of the world that Christ is coming the second time with power and great glory.

6T 128 The third angel's message, the great testing truth for this time, is to be taught in all our institutions.

4T 419 A sacred influence should go forth from the college to meet the moral darkness existing everywhere. When I was shown by the angel of God that an institution should be established for the education of our youth, I saw that it would be one of the greatest means ordained of God for the salvation of souls.

Ed 30 In the highest sense, the work of education and the work of redemption are one.

6T 126 Our work is reformatory; and it is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing. In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of textbooks merely.... The object of our schools is to provide places where the younger members of the Lord's family may be trained according to His plan of growth and development.

7T 102 Thus saith the Lord: "I will raise up agents who will carry out My will to prepare a people to stand before Me in the time of the end. In many places that before this ought to have been provided with sanitariums and schools, I will establish My institutions, and these institutions will become educational centers for the training of workers."

4T 419 God devised and established this college, designing that it should be molded by high religious interests and that every year unconverted students who are sent to Battle Creek should return to their homes as soldiers of the cross of Christ.

III. Mission to train missionaries

CS 64 True education is a missionary training.

MH 395 True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education.

SpM 128 If we believe the Word of God, our greatest aim and object should be to educate and train young men and women to go forth and do missionary work.

FE 368 Our schools are the Lord's special instrumentality to fit up the children and youth for missionary work.

5T 390 It was as a means ordained of God to educate young men and women for the various departments of missionary labor that colleges were established among us.

6T 135 God designs that all our institutions shall become instrumentalities for educating and developing workers of whom He will not be ashamed, workers who can be sent out as well-qualified missionaries to do service for the Master.

4BC 1174 Training for medical missionary work is one of the grandest objects for which any school can be established.

CT 545 It is necessary to their complete education that students be given time to do missionary work — time to become acquainted with the spiritual needs of the families in the community around them. They should not be so loaded down with studies that they have no time to use the knowledge they have acquired.

CT 168 Special care should be given to the education of the youth.... This is the noblest missionary work that any man or woman can undertake.

MS 1895, 20 The education given in our schools should be of that character which will strengthen the spiritual intelligence and give an increased knowledge of God and Jesus Christ. This kind of education will qualify men to become missionaries.

FE 231 The best education that can be given to children and youth is that which bears the closest relation to the future, immortal life. This kind of education should be given by godly parents, by devoted teachers, and by the church, to the end that the youth in turn may become zealous missionaries for either home or foreign fields. They are to be earnestly instructed in the truths of the Bible, that they may become pillars in the church, champions for truth, rooted and grounded in the faith. They are to know whereof they believe, and to have such an experience in divine things that they will never become betrayers of sacred trusts.

T,B #11 Before we can carry the message of present truth in all its fullness to other countries, we must first break every yolk. We must come into the line of true education.... We must educate, educate, to prepare a people who will understand the message, and then give the message to the world.

CT 501 Our schools are to be training-schools. If men and women come forth from them fitted in any sense for the missionary field, they must be led to realize the greatness of the work; practical godliness must be brought in their daily experience, if they would be fitted for any place of usefulness in the cause of God.

6T 208 The students are in our schools for a special training, to become acquainted with all lines of work, that, should they go out as missionaries, they could be self-reliant and able, through their educated ability, to furnish themselves with necessary conveniences and facilities.

IV. Mission to prepare gospel workers

5T 27 The purpose of God in the establishment of our college has been plainly stated. There is an urgent demand for laborers in the gospel field.

6RH 272 God has designed that our schools shall be an instrumentality for developing workers for him, —workers of whom he will not be ashamed.

CT 42 We are to devise ways and means by which to bring forth a corps of educated workmen for the various departments of the work of God.... We need young men and women who have a high intellectual culture, in order that they may do the best work for the Lord.

CT 165 Nothing is of greater importance than the education of our children and young people.... They are to be trained to become workers for God.

6T 197 All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God.

3RH 725 The youth should be educated by precept and example to be agents for God, messengers of mercy, ready for every good word and work.... The schools established by us should have in view this object.

Ed 271 Let every Christian educator encourage and assist the youth under his care in gaining a preparation to join the ranks.

5T 22 Too little attention has been given to the education of young men for the ministry. This was the primary object to be secured in the establishment of the college.

5T 59 The primary object of our college was to afford young men an opportunity to study for the ministry and to prepare young persons of both sexes to become workers in the various branches of the cause. These students needed a knowledge of the common branches of education and, above all else, of the word of God.

SpM 142 It should be the aim of our schools to provide the best instruction and training for the Bible workers.

5T 12 The design of our college has been stated again and again, yet many are so blinded by the god of this world that its real object is not understood. God designed that young men should there be drawn to Him, that they should there obtain a preparation to preach the gospel of Christ, to bring out of the exhaustless treasury of God's word things both new and old for the instruction and edification of the people.

CT 166 To train the young to become true soldiers of the Lord Jesus Christ is the most noble work ever given to man.

FE 258 Education prepares men to know and. to do the very line of work that must at this time be done.

5T 11 At our college young men should be educated in as careful and thorough a manner as possible that they may be prepared to labor for God. This was the object for which the institution was brought into existence.

3RH 694 The disciples of Jesus needed to be educated as to how they should labor and how they should rest.

6T 135 All through our ranks young men and women should be trained for positions of usefulness and influence.

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

V. Mission to present the gospel message to the world

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

Ed 262 Success in any line demands a definite aim. He who would achieve true success in life must keep steadily in view the aim worthy of his endeavor. Such an aim is set before the youth of today. The heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being.

6RH 245 We should educate the youth to help the youth.... Teach the youth to do evangelistic work.

FE 538 The most valuable education that can be obtained will be found in going out with the message of truth to the places that are now in darkness.

PE 512 The most essential education for our youth today to gain, and that which will fit them for the higher grades of the school above, is an education that will teach them how to reveal the will of God to the world.

FE 289 For this reason our schools have been established, that youth and children may be so educated as to exert an influence for God in the world.

CT 505 The Christian aims to reach the highest attainments for the purpose of doing others good. Knowledge harmoniously blended with a Christlike character will make a man a light in the world.

VI. Mission to share a knowledge of God

**Also see PURPOSE TO DIRECT TO A KNOWLEDGE OF GOD

FE 352 The purpose of education should be to take in light in order that you may impart light by letting it shine forth to others in good works. The highest of all education is the knowledge of God.

MS 1898, 54 Every soul is to obtain an education with the object in view of imparting this knowledge to others.

CT 545 It is not enough to fill the minds of the youth with lessons of deep importance; they must learn to impart what they have received.

COL 333 The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others.

6T 189 We are to seek to gain knowledge in both temporal and spiritual lines, that we may communicate it to others.... The school is to be so conducted that teachers and students will be

continually gaining in power through the faithful use of the talents given them. By putting to a practical use that which they have learned, they will constantly increase in wisdom and knowledge.

VII Mission to save souls

**Also see PURPOSE TO RESTORE THE IMAGE OF GOD

TM 196 I was shown that our college was designed of God to accomplish the great and good work of saving souls.

4T 427 The college at Battle Creek should stand higher in moral tone than any other college in the land.... I was shown that our college was designed of God to accomplish the great work of saving souls.

MS 1908, 99 Our object must be to help the children and youth to come to Christ and to place themselves on vantage ground, that they may exert a saving influence in the school. In this place the youth could be more readily trained for the future immortal life and be prepared to receive a welcome to the courts of God.

MH 398 The highest of all sciences is the science of soul saving. The greatest work to which human beings can aspire is the work of winning men from sin to holiness. For the accomplishment of this work, a broad foundation must be laid. A comprehensive education is needed—an education that will demand from parents and teachers such thought and effort as mere instruction in the sciences does not require. Something more is called for than the culture of the intellect. Education is not complete unless the body, the mind, and the heart are equally educated. The character must receive proper discipline for its fullest and highest development. All the faculties of mind and body are to be developed and rightly trained.

FE 231 There should be men and women who are qualified to work in the churches and to train our young people for special lines of work, that souls may be brought to see Jesus. The schools established by us should have in view this object, and not be after the order of the denominational schools established by other churches, or after the order of worldly seminaries and colleges. They are to be of an altogether higher order.... The students are to be educated in practical Christianity, and the Bible must be regarded as the highest, the most important textbook.

VIII. Mission to serve Christ and humanity

**Also see PURPOSE TO BRING A BLESSING TO OTHERS

MS 1898, 139 What are you here for? Is it to obtain an education that will help you to stand by the side of Christ in unselfish service?

COL 326 Christ's followers have been redeemed for service. Our Lord teaches that the true object of life is ministry.

CT 545 In unselfish service for the blessing of others he is meeting the high ideal of Christian education.

CT 540 Students must be taught that they are in this world to do service for God. They must be taught to place the will on the side of God's will.

CT 493 The true object of education is to fit men and women for service by developing and bringing into active exercise all their faculties.

6T 133 One great object of our schools is the training of youth to engage in service in our institutions and in different lines of gospel work.

FE 387 True education embraces physical, mental, and moral training, in order that all the powers shall be fitted for the best development, to do service for God, and to work for the uplifting of humanity.

6T 217 Secure knowledge and experience that will fit them for the service of God.

CT 393 The studies given the youth should be of a character to make them more successful in the service of God; to enable them to follow in the footsteps of Christ, and to maintain the great principles that He maintained. Our standard is to be the character of Him who is pure, holy, undefiled.

CT 64 There is another kind of education that is very different. Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, "Seek ye first the kingdom of God, and His righteousness." Matt. 6:33. Its aim is not selfish; its purpose is to honor God, and to serve Him in the world.

CT 539 The teaching in our schools is not to be the same as in other colleges and seminaries. It is not to be of an inferior order; the knowledge essential to prepare a people to stand in the great day of God is to be made the all-important theme. The students are to be fitted to serve God, not only in this life, but in the future life. The Lord requires that our schools shall fit students for the kingdom to which they are bound.

PURPOSE

I. Statements of general educational purpose

CH 51 An aimless life is a living death.

6RH 245 Success in any line demands a definite aim. He who would achieve true success must keep steadily in view the aim worthy of his endeavor. Such an aim is set before the youth of today. The heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being.

Ed 13 Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim.

Ed 262 God's purpose for the children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended.

FE 235 Press, urge your way toward the mark for the prize of your high calling in Christ Jesus. For Christ's sake, let the aim of your education be shaped by the inducements of the better world.

CT 533 Men could not comprehend the purpose of God in the plans laid before us for the education of workers.

Ed 233 Every teacher should see to it that his work tends to definite results.

CT 403 When teachers have that wisdom which comes from above, they will discern the true object of our educational work, and reforms will be made.

II. False purpose of education

CT 64 There is an education which is essentially worldly. Its aim is success in the world, the gratification of selfish ambition.

3T 142 Any effort that exalts intellectual culture above moral training is misdirected.

Ed 230 The education that consists in the training of the memory, tending to discourage independent thought, has a moral bearing which is too little appreciated. As the student sacrifices the power to reason and judge for himself, he becomes incapable of discriminating between truth and error, and falls an easy prey to deception. He is easily led to follow tradition and custom.

FE 192 Philosophy and history are important studies; but your sacrifice of time and money will avail nothing if you do not use your attainments for the honor of God and the good of humanity. Unless the knowledge of science is a steppingstone to the attainment of the highest purposes, it is worthless. The education that does not furnish knowledge as enduring as eternity, is of no purpose.

5T 14 The Lord never designed that our college should imitate other institutions of learning. The religious element should be the controlling power.

III. Purpose to direct to a knowledge of God

**Also see MISSION TO SHARE A KNOWLEDGE OF GOD

CT 169 The one aim before the teacher should be to educate the children to know God, and Jesus Christ whom He has sent.

Ed 16 Since God is the source of all true knowledge, it is, as we have seen, the first object of education to direct our minds to His own revelation of Himself.

MS 1895, 40 The end of all true education is expressed in the words of Christ: "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent" (John 17:3).

FE 97 It was the grand object of all study to learn the will of God and the duties of His people.

PP 596 The great work of life is character building, and a knowledge of God is the foundation of all true education. To impart this knowledge and to mold the character in harmony with it should be the object of the teacher's work.... Through the volume of inspiration and the book of nature we are to obtain a knowledge of God.

Ed 30 Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school.... The great principles of education are unchanged ... for they are the principles of the character of God. To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher's first effort and his constant aim.

MCP 53 "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent" (John 17:3). If this is the price of heaven, shall not our education be conducted on these lines?

MS 1903, 124 Christ desired the disciples to have a clearer, more distinct knowledge of God.... This knowledge, which Christ alone can give, is the highest of all education.

FE 232 The only safety for our youth in this age of sin and crime is to have a living connection with God. They must learn how to seek God.

HL 285 Every effort should be made in the education of youth to impress their minds with the loveliness and power of the truth as it is in Jesus.

FE 414 The first great lesson in all education is to know and understand the will of God.

Ed 44 A knowledge of God, fellowship with Him in study and in labor, likeness to Him in character, were to be the source, the means, and the aim of Israel's education.

IV. Purpose to promote the glory of God

MS 1897, Jul8 The main object of education should be to gain a knowledge of how we can glorify God, whose we are by creation and by redemption. The result of education should be to enable us to understand the voice of God.

FE 45 The great object of education is to enable us to use the powers which God has given us in such a manner as will best represent the religion of the Bible and promote the glory of God.

CT 361 The great object of education is to enable us to use the power which God has given us in such a manner as to represent the religion of the Bible and promote the glory of God.

CT 229 The purpose of education is to glorify God; to enable men and women to answer the prayer, "Thy kingdom come. They will be done in earth, as it is in heaven." Matt. 6:10.

STE 48 There is another kind of education that is very different. Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, "Seek ye first the kingdom of God and his righteousness." Its aim is not selfish; it is to honor God, and to serve him in the world.

CT 57 The most important work of our educational institutions at this time is to set before the world an example that will honor God. Holy angels are to supervise the work through human agencies, and every department is to bear the mark of divine excellence.

Ed 297 To honor Christ, to become like Him, to work for Him, is the life's highest ambition and its greatest joy.

V. Purpose to restore the image of God

**Also see MISSION TO SAVE SOULS

5RH 467 The true object of education is to restore the image of God to the soul.

5T 322 To many, education means a knowledge of books; but "the fear of the Lord is the beginning of wisdom." The true object of education is to restore the image of God in the soul. The first and most precious knowledge is the knowledge of Christ.

STE 30 Eternal interest should be the great theme of teachers and students.... The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose.

Ed 1-5 To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life.

STE 73 The great work of parents and teachers is character building; it is to seek to restore the image of Christ in those who are placed under their care.

CT 61 The great work of parents and teachers is character-building, —seeking to restore the image of Christ in those placed under their care. A knowledge of the sciences sinks into insignificance beside this great aim; but all true education may be made to help in the development of a righteous character.

CT 49 To bring man back into harmony with God, so to elevate and ennoble his moral nature that he may again reflect the image of the Creator, is the great purpose of all the education and discipline of life.

MYP 178 This is all in keeping with the primary object of education; for in encouraging activity, diligence, and purity, we are coming into harmony with the Creator.

FLB 166 To honor Christ, to become like Him, to work for Him, is life's highest ambition and its greatest joy.

MH 444 The only education worthy of the name is that which leads young men and young women to be Christlike, which fits them to bear life's responsibilities, fits them to stand at the head of their families.

5T 31 Our college at Battle Creek is a place where the younger members of the Lord's family are to be trained according to God's plan of growth and development. They should be impressed with the idea that they are created in the image of their Maker and that Christ is the pattern which they are to follow.

CT 24 Godliness—Godlikeness—is the goal to be reached.

VI. Purpose to develop the Christian character

YI 1898, Mar31 In the education and training of youth, the great object should be the development of character.

CT 68 The great aim of the teacher should be the perfecting of Christian character in himself and in his students.

STE 51 The great aim of the teacher should be the perfection of Christian character, in himself and in his students.

4T 418 The education and training of the youth is an important and solemn work. The great object to be secured should be the proper development of character, that the individual may be fitted rightly to discharge the duties of the present life and to enter at last upon the future, immortal life.

CT 162 Parents in educating their children should keep ever before their minds the object to be gained, — the perfection of the characters of their children.

STE 207 We have an object to reach, a standard to gain, which includes everything good and pure and noble and elevated. There should be continual striving and constant-progress onward and upward toward perfection of character.

CT 65 Teachers are to do more for their students than to impart a knowledge of books. Their position as guide and instructor of the youth is most responsible-, for to them is given the work of molding mind and character.

CT 214 The youth in all our institutions are to be molded and fashioned and disciplined for God; and in this work the Lord’s mercy and love and tenderness are ever to be revealed. This is not to degenerate into weakness and sentimentality. We are to be kind, yet firm.

Ed 289 The will should be guided and molded, but not ignored or crushed.

3T 131 Solomon says: “Train up a child in the way he should go” and when he is old, he will not depart from it.” The training which Solomon enjoins is to direct, educate, and develop.... This embraces more than merely having a knowledge of books. It takes in everything that is good, virtuous, righteous, and holy. It comprehends the practice of temperance, godliness, brotherly kindness, and love to God and to one another. In order to attain this object, the physical, mental, moral, and religious education of children must have attention.

FE 15 The training which Solomon enjoins is to direct, educate, and develop. In order for parents and teachers to do this work, they must themselves understand “the way” the child should go. This embraces more than merely having a knowledge of books. It takes in everything that is good, virtuous, righteous, and holy. It comprehends the practice of temperance, godliness, brotherly kindness, and love to God and to one another. In order to attain this object, the physical, mental, moral, and religious education of children must have attention.

Ed 29 It is the true teacher’s ambition to inspire them with principles of truth, obedience, honor, integrity, and purity— principles that will make the students a positive force for the stability and uplifting of society.

AG 282 Parents and teachers should aim so to cultivate the tendencies of the youth that at each stage of life they may represent the beauty appropriate to that period, unfolding naturally, as do the plants in the garden.

FE 57 Give special attention to the development of the weaker traits.

5RH 467 Aim at symmetry and proportion.

VII. Purpose to instill obedience to God

7BC 916 All true education leads to obedience to His government.

FE 286 Educate our children and youth to regard the commandments of God.

FE 111 In order to have your children enter the gates of the city of God as conquerors, they must be educated to fear God and keep His commandments in the present life.

3RH 725 The youth are to be earnestly instructed in the truths of the Bible, that they may become pillars in the church, champions for truth, rooted and grounded in faith.

CT 495 It is to fortify the youth against the temptations of the enemy that we have established schools where they may be qualified for usefulness in this life and for the service of God throughout eternity.

CT 20 The heart must be educated to become steadfast in God. Old and young are to form habits of thought that will enable them to resist temptation. They must learn to look upward.

MS 1905, 106 The students in our schools, and all our youth should “be given an education that will strengthen them in the faith.

Ed 289 The parent or teacher who by such instruction trains the child to self-control will be the most useful and permanently successful.

5T 525 The principles necessary for our youth to cultivate must be kept before them in their daily education, that when the decree shall go forth requiring all to worship the beast and his image, they may make the right decisions, and have strength to declare, without wavering, their confidence in the commandments of God and the faith of Jesus.

5T 22 Our college is designed of God to meet the advancing wants for this time of peril and demoralization.

VIII. Purpose to foster the understanding of biblical religion

**Also see PHILOSOPHY OF RELIGION IN EDUCATION and PHILOSOPHY OF BIBLICAL WRITINGS

3ST 437 The great object of education is to enable us to use the powers which God has given us in such a manner as will best represent the religion of the Bible and promote the glory of God.

5T 26 God has declared His purpose to have one college in the land where the Bible shall have its proper place in the education of the youth.

COL 42 The work of every teacher should be to fasten the mind of the youth upon the grand truths of the word of Inspiration. This is the education essential for this life and for the life to come. And let it not be thought that this will prevent the study of the sciences, or cause a lower standard in education.

6T 166 Make the word of the living God your lessonbook. If this had always been done, students lost to the cause of God would now be missionaries.

MS 1896, 54 Those who have not felt the necessity of studying hard, have never laid the foundation for an acquirement of real knowledge of how to read their Bibles intelligently, how to obtain a knowledge from the Word of the living God, how to love God supremely and their neighbor as themselves. This is the real essence of education.

CT 497 The well-being, the happiness, the religious life of the families with which the youth are connected, the prosperity and piety of the church of which they are members, are largely dependent upon the religious education that they receive in our schools. Because our schools have been established for so high and holy a purpose, the teachers should be men and women whose lives are purified by the grace of Christ, who are cultured in mind and refined in manners. And they should have a vivid sense of the perils of this time, and the work that must be accomplished to prepare a people to stand in the day of God.

5T 33 The hearts of the youth are not hardened.... It would be much better to crowd them less in the study of the sciences and give them more time for religious privileges. Here a grave mistake has been made. The object of God in bringing the college into existence has been lost sight of. Ministers of the gospel have so far shown their want of wisdom from above as to unite a worldly element with the college.

FE 233 The youth should be taught practical, daily religion that will sanctify them in every relation of life.... They must be so educated that they will realize that it is a perilous thing to trifle with their privileges, but that God expects them reverently and earnestly to seek daily for His blessing.

MS 1907, 99 Students are to be taught in the schools of the prophets to seek the counsel of God in prayer. They are to be taught to look to their Creator as their unerring Guide. They are to be taught the lessons of forbearance and trust, of true goodness and kindness of heart. They are to learn the lesson of perseverance.... In all this they are qualifying for service in the missionary field which I am instructed means the higher education.

Ed 47 Not only were the students taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit.

CT 23 Christ crucified for our sins; Christ risen from the dead; Christ ascended on high as our intercessor, —this is the science of salvation that we need to learn and to teach.... The cross of Christ—teach it to every student over and over again.... Keep the cross upheld in your school as the foundation of true education.

FE 375 The natural and the spiritual are to be combined in the studies of our schools.

CT 447 The first great lesson in all education is to know and understand the will of God.

L 1900,.84 The object of the school is to educate children to consecrate themselves to God.

IX. Purpose to teach the harmony of science and Scripture

**Also see PHILOSOPHY OF BIBLICAL WRITINGS

5T 21 God's purpose has been made known, that our people should have an opportunity to study the sciences and at the same time to learn the requirements of His word. Biblical lectures

should be given; the study of the Scriptures should have the first place in our system of education.

4T 274 Our school is to take a higher position in an educational point of view than any other institution of learning, by opening before the young nobler views, aims and objects in life, and educating them to have a correct knowledge of human duty and eternal interests. The great object in the establishment of our college was to give correct views, showing the harmony of science and Bible religion.

CT 88 Our school was established, not merely to teach the sciences, but for the purpose of giving instruction in the great principles of God's word, and in the practical duties of everyday life.

4T 274 The college at Battle Creek was established for the purpose of teaching the sciences and at the same time leading the students to the Saviour, whence all true knowledge flows. Education acquired without Bible religion is disrobed of its true brightness and glory.

CT 86 There is danger that our college will be turned away from its original design. God's purpose has been made known, —that our people should have an opportunity to study the sciences, and at the same time to learn the requirements of His word.

X. Purpose to separate from the world

**Also see PHILOSOPHY OF EDUCATIONAL UNIQUENESS

5T 59 One of the great objects to be secured in the establishment of the college was the separation of our youth from the spirit and influence of the world, from its customs, its follies, and its idolatry. The college was to build a barrier against the immorality of the present age.

PP 593 The schools of the prophets were founded by Samuel to serve as a barrier against the widespread corruption, to provide for the moral and spiritual welfare of the youth, and to promote the future prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors.

Ed 46 The schools of the prophets were intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors.

FE 96 By Samuel the schools of the prophets were established to serve as a barrier against the widespread corruption resulting from the iniquitous course of Eli's sons, and to promote the moral and spiritual welfare of the people. These schools proved a great blessing to Israel, promoting that righteousness which exalteth a nation, and furnishing it with men qualified to act, in the fear of God, as leaders and counselors. In the accomplishment of this object, Samuel gathered companies of young men.

CT 87 Our college is designed of God to meet the advancing wants for this time of peril and demoralization.... A more comprehensive education is needed.... The character must receive proper discipline for its fullest and noblest development. The students should receive at college such training as will enable them to maintain a respectable, honest, virtuous standing in society, against the demoralizing influences which are corrupting the youth.

FE 286 In our institutions of learning there was to be exerted an influence that would counteract the influence of the world, and give no encouragement to indulgence in appetite, in selfish

gratification of the senses, in pride, ambition, love of dress and display, love of praise and flattery, and strife for high rewards and honors as a recompense for good scholarship.... The work that we as a people were to do in this matter, was to establish a school.

6T 127 Satan has used the most ingenious methods to weave his plans into the systems of education. ... It is the work of the true educator to thwart his devices.

Ed 225 In true education the selfish ambition, the greed for power, the disregard for the rights and needs of humanity, that are the curse of our world, find a counterinfluence.

FE 89 I am glad that we have institutions where our youth can be separated from the corrupting influences so prevalent in the schools of the present day.... Every influence should be brought to bear to educate the youth and to elevate their morals.

TM 27 We saw the need of schools, that our children might receive instruction free from the errors of false philosophy, that their training might be in harmony with the principles of the word of God.

XI. Purpose to develop individual thinkers

6T 154 Teachers should lead students to think, and clearly to understand the truth for themselves.... The student must be drawn out to state the truth in his own language, thus making it evident that he sees its force and makes the application.

CT 434 Students should be led to think for themselves, to see the force of truth for themselves, and to speak every word from a heart full of love and tenderness. Urge upon their minds the vital truths of the Bible. Let them repeat these truths in their own language.

CT 434 He must be drawn out to state this truth clearly in his own words, that it may be evident that he sees the force of the lesson and makes its application.

Ed 17 Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do.... It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.

FE 115 Aim for mental discipline and the formation of right moral sentiments and habits.

FE 45 Education will discipline the mind, develop its powers, and understandingly direct them, that we may be useful in advancing the glory of God.

2RH 431 The object of Christ's teaching was to educate his hearers, and to instill right ideas into their minds.

1ST 419 Parents and teachers should aim to impress the mind with the beauty of truth.

MYP 445 The young have many lessons to learn, and the most important is to learn to know themselves.

XII. Purpose to achieve excellence

****Also see PHILOSOPHY OF EDUCATIONAL EXCELLENCE**

STE 216 All who engage in the acquisition of knowledge should aim to reach the highest round of progress. Let them advance as fast and as far as they can; let their field of study be as broad as their powers can compass, making God their wisdom, clinging to him who is infinite in

knowledge, who can reveal the secrets hidden for ages, who can solve the most difficult problems for minds that “believe in him.

4T 425 God designs that the college at Battle Creek shall reach a higher standard of intellectual and moral culture than any other institution of the kind in our land. The youth should be taught the importance of cultivating their physical, mental, and moral powers, that they may not only reach the highest attainments in science, but, through a knowledge of God, may be educated to glorify Him; that they may develop symmetrical characters, and thus be fully prepared for usefulness in this world and obtain a moral fitness for the immortal life.

6T 154 God expects His institutions to excel those of the world; for they are His representatives.

MM 78 The Lord has instructed us that in our institutions of education we should ever be striving for the perfection of character to be found in the life of Christ and in His instruction to His disciples. Having received our commission from the highest authority, we are to educate, educate, educate, in the simplicity of Christ. Our aim must be to reach the highest standard in every feature of our work.

FE 231 It should ever be kept before the youth how much they can accomplish; they should be encouraged to reach the highest standard of rectitude.

4BC 1174 God designed them to work on a high plane of action, to enter into His mind, and thus to acquire an education that would enable them to work the works of righteousness.

Ed 18 Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge. But his efforts will be directed to objects as much higher than mere selfish and temporal interests as the heavens are higher than the earth.

PP 595 The true object of education is to restore the image of God in the soul.... Were this principle given the attention which its importance demands, there would be a radical change in some of the current methods of education. Instead of appealing to pride and selfish ambition, kindling a spirit of emulation, teachers would endeavor to awaken the love for goodness and truth and beauty —to arouse the desire for excellence.

Ed 222 Let it be the students aim to make their work as nearly perfect as human brains and hands can make it.

CT 210 It should be the great aim in every intermediate school to do most thorough work in the common branches.

STE 22 The educators of youth should realize the obligation resting upon them, and do their best to obliterate defects, whether physical, mental, or moral. They should aim at perfection in their own case, that the students may have a correct model.

XIII. Purpose to maintain simplicity

9T 175 In the work of the school, maintain simplicity. No argument is so powerful as is success founded on simplicity.

CT 449 The simplicity of true godliness must be brought into the education of our young people, if they are to know how to escape the corruption that is in the world. They must be taught that the true followers of Christ will serve God not only when it is in accordance with their inclinations, but also when it involves self-denial and cross-bearing. Besetting sins must be

battled with and overcome. Objectionable traits of character, whether hereditary or cultivated, must be compared with the great rule of righteousness, and then conquered in the strength of Christ.

CT 214 The teacher should constantly aim at simplicity and effectiveness. He should teach largely by illustration, and even in dealing with older pupils should be careful to make every explanation plain and clear.

MS 1907, 99 Just before Elijah was taken to heaven, he visited the schools of the prophets, and instructed the students on the most important points of their education. The lessons he had given them on former visits, he now repeated, impressing upon the minds of the youth the importance of letting sanctified simplicity mark every feature of their education. Only in this way could they receive the mold of heaven and go forth to work in the ways of the Lord.... Our schools in these closing days of the message will do a work similar to that done by the schools of the prophets.

PK 225 Elijah also impressed upon their minds the importance of letting simplicity mark every feature of their education. Only in this way could they receive the mold of heaven and go forth to work in the ways of the Lord.

FE 512 If conducted as God designs they should be, our schools in these closing days of the message will do a work similar to that done by the schools of the prophets.

XIV. Purpose to impart usefulness

** Also see PHILOSOPHY OF AN ALL-ROUND, PRACTICAL EDUCATION

Ed 232 The youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger.

HL 285 The foundation of all right education is a knowledge of God.... The first and most important lesson to be impressed upon young minds is the duty of regulating the life by the principles of the word of God.... The true object of education is to fit us for this service by developing and bringing into active exercise every faculty that we possess.

STE 42 Parents and teachers should work for the accomplishment of this object—the development of all the powers, and a formation of a right character.

6T 152 It should be the teachers' aim to advance the students in every essential branch of knowledge.... From the highest to the lowest grade they should show special care for the salvation of the students and through personal effort seek to lead their feet into straight paths.

MS 1907, 99 The most essential education for our youth today to gain, is usefulness in this life daily, an all-around education; and that which will fit them for the higher grades, the school above, is an education that will teach them how to reveal the will of God to the world.

Ed 225 True education teaches the best use not only of one but of all our powers and acquirements. Thus it covers the whole circle of obligation—to ourselves, to the world, and to God.

STE 47 True education means more than taking a certain course of study. It is broad. It includes the harmonious development of all the physical powers and the mental faculties. It teaches the love and fear of God, and is a preparation for the faithful discharge of life's duties.

FE 201 In a time like this, we should have but this object in view, —the employing of every means that God has provided by which the truth may be planted in the hearts of men.

MCP 99 The true object of education should be carefully considered.... He requires every one of us to cultivate our powers and attain the highest possible capacity for usefulness, that we may do noble work for God and bless humanity.

CT 49 By a misconception of the true nature and object of education, many have been led into serious and even fatal errors.... It should rather be our aim to gain knowledge and wisdom that we may become better Christians, and be prepared for greater usefulness, rendering more faithful service to our Creator, and by our example and influence leading others also to glorify God.

FE 543 The students are to be taught in such a way that they will develop into useful men and women. Every means that will elevate and ennoble them is to be employed. They are to be taught to put their powers to the best use. Physical and mental powers are to be equally taxed. Habits of order and discipline are to be cultivated. The power that is exerted by a pure, true life is to be kept before the students. This will aid them in the preparation for useful service.

3RH 725 The students are to be educated in practical Christianity.

XV. Purpose to develop workers for God

**See MISSION TO TRAIN MISSIONARIES and MISSION TO PREPARE GOSPEL WORKERS

XVI. Purpose to bring a blessing to others

**Also see MISSION TO SERVE CHRIST AND HUMANITY

3T 224 The object for which you are obtaining an education should not be lost sight of for a moment. It should be to so develop and direct your faculties that you may be more useful and bless others to the extent of your ability.

3T 367 If the youth had made it their object in obtaining an education to so exercise and develop the powers that God has given them that they might be useful and prove a blessing to others, their minds would not be dwarfed to an inferior standard.

CT 96 It should be the teacher's aim to prepare every youth under his care to be a blessing to the world. This object should never be lost sight of.

PP 601 Let the youth be led to understand the object of their creation, to honor God and bless their fellow men.

FE 231 The youth should be educated by precept and example that they are to be agents for God, messengers of mercy, ready for every good word and work, that they are to be blessings to those who are ready to perish.

GW 212 We should educate the youth to help the youth; and as they seek to do this, they will gain an experience that will qualify them to become consecrated workers in a larger sphere.

6T 172 Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions.... Students should be taught to follow in His steps.

XVII. Purpose to promote work aptitudes

**Also see PHILOSOPHY OF PHYSICAL CULTURE IN EDUCATION

STE 101 A great and noble object has been gained when students shall feel that love for God is to be revealed, not only in the devotion of heart and mind and soul, but in the apt, wise appropriation of their strength.

STE 92 Schools should be established for the purpose of obtaining not only knowledge from books, but knowledge of practical industry.

PP 601 To secure a strong, well-balanced character, both the mental and the physical powers must be exercised and developed.... This is all in keeping with the primary object of education, for in encouraging activity, diligence, and purity we are coming into harmony with the Creator.

Ed 218 Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training.... The work should have a definite aim and should be thorough.... The object to be gained is worthy of its cost.

MCP 121 Every student should devote a portion of each day to active labor.... This is all in keeping with the primary object of education, for in encouraging activity, diligence, and purity we are coming into harmony with the Creator.

Ed 221 Let the youth be impressed with the thought that education is not to teach them how to escape life's disagreeable tasks and heavy burdens; that its purpose is to lighten the work by teaching better methods and higher aims. Teach them that life's true aim is not to secure the greatest possible gain for themselves, but to honor their Maker in doing their part of the world's work, and lending a helpful hand to those weaker or more ignorant.

STE 89 We need schools in this country to educate children and youth that they may be masters of labor, and not slaves of labor.

MYP 177 Now, as in the days of Israel, every youth should be instructed in the duties of practical life. Each should acquire a knowledge of some branch of manual labor by which, if need be, he may obtain a livelihood.

FE 538 We are to educate the youth to exercise equally the mental and the physical powers. The healthful exercise of the whole being will give an education that is broad and comprehensive.... In order to have an education that was complete, the time of study must be divided between the gaining of book-knowledge and the securing of a knowledge of practical work.

2SM 321 Brain, bone, and muscle will acquire solidity and strength in using them to a purpose, doing good hard thinking, and in devising plans which shall train the youth to develop powers of intellect and strength of the physical organs, which will be putting into practical use their God-given talents with which they may glorify God. This was plainly laid out before. . . our college as the forcible reason why they should be established among us.

XVIII. Purpose to prepare for heaven

6T 133 Will we carefully heed all the light that has been given, keeping constantly before us the one object of fitting students for the kingdom of God?

CT 372 Take charge of the youth with the object of educating them for the future immortal life.

STE 166 If teachers would humble their hearts before God and realize the responsibilities they have accepted in taking charge of the youth with the object of educating them for the future immortal life, a marked change would soon be seen in their attitude.

CT 55 To dwell forever in this home of the blest, to bear in soul, body, and spirit, not the dark traces of sin and the curse, but the perfect likeness of our Creator, and through ceaseless ages to advance in wisdom, in knowledge, and in holiness, ever exploring new fields of thought, ever finding new wonders and new glories, ever increasing in capacity to know and to enjoy and to live, and knowing that there is still beyond us joy and love and wisdom infinite, — such is the object to which the Christian's hope is pointing, for which Christian education is preparing. To secure this education, and to aid others to secure it, should be the object of the Christian's life.

MS 1899, 66 We are fitting for heaven, the higher school.... It is because we desire you to learn of God and His law that we have established a school here.

CT 21 True success in education, as in everything else, is found in keeping the future life in view.... For this school the youth are to be educated, disciplined, and trained by forming such characters as God will approve.

MS 1902, 125 Students, you are here to fit yourselves to enter the higher school. You are here to obtain a knowledge of God, to learn how to obey His commandments.... To know God and Christ—this is eternal life.... and all other knowledge, however high or broad, unless charged with it, is valueless in God's sight.

FE 49 The youth should be learners for the next world. Perseverance in the acquisition of knowledge, controlled by the fear and love of God, will give them an increased power for good in this life, and those who have made the most of their privileges to reach the highest attainments here, will take these valuable acquisitions with them into the future life.

FE 328 True education is that which will train children and youth for the life that now is, and in reference to that which is to come.

CT 206 Give your students a physical, mental, and spiritual training that will fit them for usefulness in this life and prepare them for the future immortal life.

CT 57 The principles of heaven are to be learned and practiced; the superiority of the future life to this life is to be impressed upon the mind of every learner.

Ed 19 As the teacher awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.

MCP 359 Education is a work the effect of which will be seen throughout eternity.

5T 590 Train the youth, mold the character, educate, educate, educate, for the future, immortal life.

XIX. Miscellaneous statements of educational purpose

Ed 198 Among the first things to be aimed at should be a correct position, both in sitting and in standing.

DA 250 The first thing to be learned by all who would become workers together with God is the lesson of self-distrust.

Ed 289 The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor.

Ed 296 Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a steppingstone to better and higher things.

MCP 365 Let the youth set up well-defined landmarks by which they may be guided in emergencies.

MCP 341 Teach the students to use for the highest, holiest purpose the talents God has given them that they may accomplish the greatest good in this world. Students need to learn what it means to have a real aim in life, and to obtain an exalted understanding of what true education means.

5T 22 To give students a knowledge of books merely is not the purpose of the institution.... A more comprehensive education is needed.... The character must receive proper discipline for its fullest and noblest development. The students should receive at college such training as will enable them to maintain a respectable, honest, virtuous standing in society, against the demoralizing influences which are corrupting the youth.

FE 82 The true object of education should be carefully considered. God has entrusted to each one capacities and powers, that they may be returned to Him enlarged and improved.

MS 1908, 29 This is the highest education that you can possibly obtain. The instruction given in Seventh-day Adventist schools is to be such as to lead to the practice of true humility.