

## BLUEPRINT COURSES OF STUDY ACCORDING TO THE SPIRIT OF PROPHECY

*Our heavenly Father has the best blueprint for education. Many are tempted to think that a spiritual education could never be practical or be really useful in this life. However, the Bible and Spirit of prophecy give very meaningful guidance as to the REAL courses that should be taught in a school.*

### **INDUSTRIES**

Because difficulties arise, we are not to drop the **industries** that have been taken hold of as branches of education. While attending school the youth should have an opportunity for *learning the use of tools*.

Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should **erect buildings** on the school grounds and make needed improvements, thus by practical lessons *learning how to build economically*. The students should also be trained to manage all the different kinds of work connected with *printing, such as typesetting, presswork, and book binding*, together with *tent-making* and other useful lines of work. {6T 176.1}

### **MISSIONARY WORK**

. The students must be given special opportunities to do *missionary work*, that they may place themselves in the channel to receive and impart light. They must make known the truth that has made them children of God. {Christian Educator, October 1, 1898 par. 13}

### **BOOKKEEPING**

It is a matter of great importance that students obtain *an education that will fit them for successful business life*. We must not be satisfied with the one-sided education given in many schools. The common branches must be thoroughly mastered, and *a knowledge of bookkeeping* should be considered as important as a knowledge of grammar. All who expect to engage in the work of the Lord should learn how to keep accounts. {CT 218.2}

*Bookkeeping should stand as one of the most important branches of education.* There is not one in twenty who knows how to keep accounts correctly. --Ms 30, 1896, pp. 1, 3, 4, 8.

### **ENGLISH GRAMMAR**

Before attempting to study the higher branches of literary knowledge, be sure that you thoroughly *understand the simple rules of English grammar and have learned to read and write and spell correctly*. Climb the lower rounds of the ladder before reaching for the higher rounds. {CT 219.1}

### **COMPOSITION & WRITING**

There is a great deficiency in our schools in the line of *composition, writing*, and bookkeeping. These are as essential for the practical life as the science of grammar.--Ms 30, 1896, pp. 1, 3, 4, 8.

### **READING**

*Attention should also be given to reading*, for this is a branch of study greatly neglected. It requires much training to be able to read properly. Through the lack of this training, one-half of the force of the other instruction will be lost. Teachers who are not competent to give instruction in this line, and to teach correct pronunciation, and where to place the emphasis, should become learners till they can read with proper emphasis, and with a full, clear, distinct tone of voice. --Ms 30, 1896, pp. 1, 3, 4, 8.

## **ENGLISH LANGUAGE**

One of the fundamental branches of learning is *language study*. In all our schools special care should be taken to *teach the students to use the English language correctly in speaking, reading, and writing*. Too much cannot be said in regard to the importance of thoroughness in these lines. One of the most essential qualifications of a teacher is the ability to speak and read distinctly and forcibly. He who knows how to use the English language fluently and correctly can exert a far greater influence than one who is unable to express his thought readily and clearly. {CT 216.3}

## **COOKING**

It is highly essential that *the art of cookery* be considered one of the most important branches of education. There are but few good cooks. {CD 260.3}

*The students in our schools should be taught how to cook*. Let tact and skill be brought into this branch of education. {CD 476.1}

## **CHRISTIAN SOCIABILITY**

*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. {MYP 405.1}

## **PHYSIOLOGY**

It is well that *physiology* is introduced into the common schools as a branch of education. All children should study it. *It should be regarded as the basis of all educational effort*. And then parents should see to it that *practical hygiene* be added. This will make their knowledge of physiology of practical benefit.--H. R. {HL 13.4}

In the study of physiology, pupils should be led to see *the value of physical energy* and how it can be so preserved and developed as to contribute in the highest degree to success in life's great struggle. {Ed 196.1}

## **PRINTING, DRESSMAKING, GARDENING, BOOKBINDING, CONSTRUCTION**

This education, in *felling trees*, tilling the soil, *erecting buildings*, as well as in literature, is the education our youth should each seek to obtain. Further on, *a printing-press* should be connected with our school, in order to educate in this line. *Tent-making* also should be learned. There are also many things which the lady students may be engaged in. There is cooking, *dressmaking, and gardening* to be done. Strawberries should be planted, plants and flowers cultivated. This the lady students may be called out of doors to do. Thus they may be educated to useful labor. *Bookbinding* also, and a variety of trades, should be taken up. These will not only be putting into exercise brain, bone, and muscle, but will also be gaining knowledge. {PH081 25.2}

## **SPEECH**

*The talent of speech is to be carefully studied and carefully guarded*. This is the most important branch of education, but one which is sadly neglected in all our associations. --Ms 77, 1897.

One of the finest and most elevating branches of education is that of *knowing how to address members of the household, that the influence of the words spoken will be pure and incorruptible*. The proper conversation of a Christian is that which will enable him to interchange ideas. {VSS 34.3}

Our education in regard to *the science of conversation* will be in every way improved if we make the Word of God our study. This branch of education has been woefully neglected. Many receive diplomas from colleges who have not earned them by gaining an all-round education. Teachers and pupils are apt to skip the important matter of the education of speech.--Ms 74, 1897.

## ***GEOGRAPHY/SOCIOLOGY***

Instead of burdening their memories with an array of names and theories that have no bearing upon their lives, and to which, once outside the schoolroom, they rarely give a thought, ***let them study all lands in the light of missionary effort and become acquainted with the peoples and their needs.***

{Ed 269.2}

## ***HISTORY***

As too often taught, history is little more than a record of the rise and fall of kings, the intrigues of courts, the victories and defeats of armies--a story of ambition and greed, of deception, cruelty, and bloodshed. ***Thus taught, its results cannot but be detrimental.*** The heart-sickening reiteration of crimes and atrocities, the enormities, the cruelties portrayed, ***plant seeds that in many lives bring forth fruit in a harvest of evil.*** Far better is it to learn, in the light of God's word, ***the causes that govern the rise and fall of kingdoms.*** Let the youth study these records, and see how the true prosperity of nations has been bound up with an acceptance of the divine principles. ***Let him study the history of the great reformatory movements,*** and see how often these principles, though despised and hated, their advocates brought to the dungeon and the scaffold, have through these very sacrifices triumphed.

{Ed 238.4}

**Human historians relate man's achievements, his victories in battles, his success in climbing to worldly greatness. *God's history describes man as heaven views him.*** In the divine records all his merit is seen to consist in his obedience to God's requirements. {BTS, December 1, 1912 par. 2}

Man's experience and history are occupied with himself, his own achievements and victories. ***God's history, as traced with unerring accuracy in the books of heaven, describes man as seen in the light of eternity.*** All his motives and all his actions are seen in their relation to eternal realities. Everything said and done has a reference to tremendous issues which we must meet again. {SpTA09 66.4}

## ***MATHEMATICS***

In the study of figures the work should be made **practical**. Let every youth and every child be taught, not merely to solve imaginary problems, but to ***keep an accurate account of his own income and outgoes. Let him learn the right use of money by using it.*** Whether supplied by their parents or by their own earnings, let boys and girls learn to select and purchase their own clothing, their books, and other necessities; and by keeping an account of their expenses they will learn, as they could learn in no other way, the value and the use of money. {Ed 238,239}

## **CAUTION :**

...a book dealing with ***mathematical formulas***...relate to the intellect alone...{OHC 105.2}

## ***HOME ECONOMICS***

It is not so important that our daughters learn **painting, fancy work, music,** or even "**cube root,**" or the figures of rhetoric, as that ***they learn how to cut, make, and mend their own clothing, or to prepare food in a wholesome and palatable manner.*** When a little girl is nine or ten years old, she should be required to take her regular share in household duties, as she is able, and should be held responsible for the manner in which she does her work. {FE 74.3}

If need be, a young woman can dispense with **a knowledge of French and algebra, or even of the piano;** but it is indispensable ***that she learn to make good bread, to fashion neatly fitting garments, and to perform efficiently the many duties that pertain to homemaking.*** {CG 371.2}

## SCIENCE

God is the author of science. Scientific research opens to the mind vast fields of thought and information, *enabling us to see God in His created works*. Ignorance may try to support skepticism by appealing to science; but instead of upholding skepticism, *true science contributes fresh evidences of the wisdom and power of God*. Rightly understood, *science and the written word agree, and each sheds light on the other*. Together they lead us to God by teaching us something of the wise and beneficent laws through which He works. {CT 426.2}

Human science is not divine enlightenment. Divine science is the demonstration of the Spirit of God, *inspiring implicit faith in him*. {RH, July 18, 1899 par. 14}

There must be *education in the sciences*, and education in plans and methods of working the soil. {FE 318.2} (*Economy is a very valuable science.*) {MM 176.2}

***The foundation of all true science is contained in the Bible. Every branch of knowledge may be found by searching the word of God.*** {COL 107.2}

***In true science there can be nothing contrary to the teaching of the word of God***, for both have the same Author. A correct understanding of both will always prove them to be in harmony. Truth, whether in nature or in revelation, is harmonious with itself in all its manifestations. But the mind not enlightened by God's Spirit will ever be in darkness in regard to His power. This is why human ideas in regard to science so often contradict the teaching of God's word. {8T 258.2}

In the study of science, as generally pursued, there are dangers equally great. ***Evolution and its kindred errors are taught in schools of every grade***, from the kindergarten to the college. Thus the study of science, ***which should impart a knowledge of God***, is so mingled with the speculations and theories of men that it tends to infidelity. {Ed 227.3}

A knowledge of true science is power, and it is the purpose of God that ***this knowledge shall be taught in our schools*** as a preparation for the work that is to precede the closing scenes of this earth's history. {CT 19.1}

## AGRICULTURE

***Study in agricultural lines should be the A, B, and C of the education given in our schools***. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health. {6T 179.2}

## THEOLOGY

***In every school established, the most simple theory of theology*** should be taught. In this theory ***the atonement of Christ should be the great substance, the central truth***. The wonderful theme of redemption should be presented to the students.--MS. 156, 1898.

And, to a great degree, ***theology, as studied and taught, is but a record of human speculation***, serving only to "darken counsel by words without knowledge." Too often the motive in accumulating these many books is not so much a desire to obtain food for mind and soul, as it is an ambition to become acquainted with philosophers and theologians, ***a desire to present Christianity to the people in learned terms and propositions***. {MH 442.3}

## MEDICAL

*It is not necessary that our medical missionaries follow the precise track marked out by medical men of the world. They do not need to administer drugs to the sick.* They do not need to follow the drug medication in order to have influence in their work. The message was given me that if they would consecrate themselves to the Lord, if they would seek to obtain under men ordained of God a thorough knowledge of their work, *the Lord would make them skilful.* Some of our medical missionaries have supposed that a *medical training according to the plans of worldly schools is essential to their success. To those who have thought that the only way to success is by being taught by worldly men and by pursuing a course that is sanctioned by worldly men, I would now say, Put away such ideas. This is a mistake that should be corrected.* It is a dangerous thing to catch the spirit of the world; the popularity which such a course invites, will bring into the work a spirit which the Word of God can not sanction. *It is a lack of faith in the power of God that leads our physicians to lean so much on the arm of the law, and to trust so much to the influence of worldly powers.* The true medical missionary will be wise in the treatment of the sick, using the remedies that nature provides. And then he will look to Christ as the true healer of diseases. The principles of health reform brought into the life of the patient, the use of nature's remedies, and the cooperation of divine agencies in behalf of the suffering, will bring success. {RH, March 6, 1913 par. 1}

You may attain success in the education of students as medical missionaries *without a medical school that can qualify physicians to compete with the physicians of the world.* Let the students be given a practical education. The less dependent you are upon worldly methods of education, the better it will be for the students. {GCB, June 4, 1909 par. 6}

I would now advise that none of our young people attach themselves to *worldly medical institutions* in the hope of gaining better success, or stronger influence as physicians. MedEv, October 1, 1909 par. 7

Those in our ranks who qualify as physicians are to receive only such education as is in harmony with these divine truths. Some have advised that students should, after taking some work at Loma Linda, *complete their medical education in worldly colleges. But this is not in harmony with the Lord's plan.* God is our wisdom, our sanctification, and our righteousness. Facilities should be provided at Loma Linda, that the necessary instruction in medical lines may be given by instructors who fear the Lord, and who are in harmony with His plans for the treatment of the sick.  
MedEv, October 1, 1909 par.6

*In our college* the ambition should not be so great to send forth intellectual giants, as to make a success in *the holy work of educating men and women to cherish firm principles, and to live for the higher immortal life.*--Ms 30, 1896, pp. 1, 3, 4, 8.  
("True Aim and Purpose of Christian Colleges," Oct. 3, 1896.)

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.* {RH, March 6, 1913 par. 2}

Shall we represent before the world that our physicians must follow the pattern of the world before they can be qualified to act as successful physicians? This is the question that is now testing the faith of some of our brethren. Let not any of our brethren displease the Lord by advocating in their assemblies the idea *that we need to obtain from unbelievers a higher education than that specified by the Lord.* {RH, March 6, 1913 par. 4}

*Heavenly Father please forgive us for neglecting true education. Please help us to unlearn wrong principles as quickly as possible that you may use us to your glory. In Jesus' name. Amen*