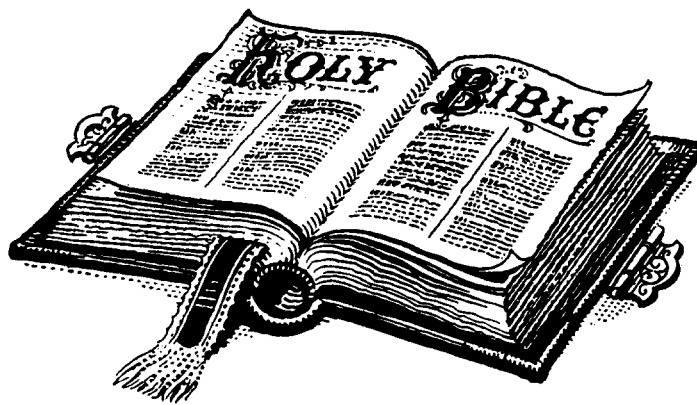


9 – Teaching the Academics from the Bible

“Health,
Mathematics,
Music,
Nature,
History/Geography/Prophecy,
Language,
and Voice”

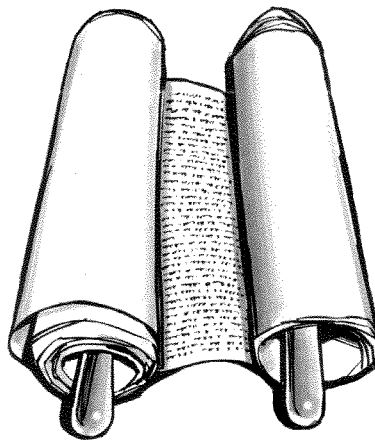


“Consider what I say:
and the Lord give thee
understanding in all things.”

II Timothy 2:7

“We cannot afford to separate
spiritual from intellectual training.”

Counsels to Teacher 167



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9 – Academics

from the Bible

“Health, Mathematics, Music, Nature,
History/Geography/Prophecy,
Language, and Voice

Assignment Read

Luke 8:4-15
Matthew 13:1-9, 18-23
Mark 4: 1-9, 13-20
Christ’s Object Lessons 33-75
Education 104-112

Learning from the Sower and the Seed

“By the Sea of Galilee a company had gathered to see and hear Jesus—an eager, expectant throng. The sick were there, lying on their mats, waiting to present their cases before Him. It was Christ’s God-given right to heal the woes of a sinful race, and He now rebuked disease, and diffused around Him life and health and peace.

Teaching

“The same day
went Jesus out of the house,
and sat by the sea side.
And great multitudes,
were gathered together unto him,
so that he went into a ship,
and sat;
and the whole multitude
stood on the shore.
And he spake many things
unto them in parables....”
Matthew 13:1-3

“As the crowd continued to increase, the people pressed close about Christ until there was no room to receive them. Then, speaking a word to the men in their fishing boats, He stepped into the boat that was waiting to take Him across the lake, and bidding His disciples push off a little from the land, He spoke to the multitude upon the shore.

“Beside the sea lay the beautiful plain of Gennesaret, beyond rose the hills, and upon hillside and plain both sowers and reapers were busy, the one casting seed and the other harvesting the early grain. Looking upon the scene, Christ said:

‘...Behold, a sower
went forth to sow.’

(Matthew 13:3)”

Christ’s Object Lessons 33–34

“Christ’s mission was not understood by the people of His time. The manner of His coming was not in accordance with their expectations. The Lord Jesus was the foundation of the whole Jewish economy. Its imposing services were of divine appointment. They were designed to teach the people that at the time appointed One would come to whom those ceremonies pointed. But the Jews had exalted the forms and ceremonies and had lost sight of their object.

“The traditions, maxims, and enactments of men hid from them the lessons which God intended to convey. These maxims and traditions became an obstacle to their understanding and practice of true religion. And when the Reality came, in the person of Christ, they did not recognize in Him the fulfillment of all their types, the

substance of all their shadows. They rejected the antitype, and clung to their types and useless ceremonies. The Son of God had come, but they continued to ask for a sign. The message, *‘Repent ye; for the kingdom of heaven is at hand,’* they answered by demands for a miracle (Matthew 3:2). The gospel of Christ was a stumbling block to them because they demanded signs instead of a Saviour. They expected the Messiah to prove His claims by mighty deeds of conquest, to establish His empire on the ruins of earthly kingdoms. This expectation Christ answered in the parable of the sower. Not by force of arms, not by violent interpositions, was the kingdom of God to prevail, but by the implanting of a new principle in the hearts of men.” (*Christ’s Object Lessons* 34–35)

True education has been lost sight of in all the forms and ceremonies, traditions, codes, and ideas of men which have been exalted. The true purpose of education is buried deep in the rubbish of degrees, accreditations, registration, and testing.



“The teachers of Israel were not sowing the seed of the word of God. Christ’s work as a teacher of truth was in marked contrast to that of the rabbis of His time. They dwelt upon traditions, upon human theories and speculations. Often that which man had taught and written about the word, they put in place of the word itself. Their teaching had no power to quicken the soul. The subject of Christ’s teaching and preaching was the word of God. He met questioners with a plain, *‘It is written.’ ‘What saith the Scriptures?’ ‘How readest thou?’* At every opportunity, when an interest was awakened by either friend or foe, He sowed the seed of the word. He who is the Way, the Truth, and the Life, Himself the living Word, points to the Scriptures, saying, *‘They are they which testify of me.’* And *‘beginning at Moses and all the prophets,’* He opened to His disciples *‘in all the Scriptures the things concerning himself’* (John 5:39; Luke 24:27).”
(*Christ’s Object Lessons* 38-39)

“...He that soweth
the good seed
is the Son of man.”
(Matthew 13:37)



“Christ had come, not as a king, but as a sower; not for the overthrow of kingdoms, but for the scattering of seed; not to point His followers to earthly triumphs and national greatness, but to a harvest to be gathered after patient toil and through losses and disappointments.” (*Christ’s Object Lessons* 35)

The teacher’s work is to plant seeds.

“In the East the state of affairs was so unsettled, and there was so great danger from violence that the people dwelt chiefly in walled towns, and the husbandmen went forth daily to their labor outside the walls. So Christ, the heavenly Sower, went forth to sow. He left His home of security and peace, left the glory that He had with the Father before the world was, left His position upon the throne of the universe. He went forth, a suffering, tempted man; went forth in solitude, to sow in tears, to water with His blood, the seed of life for a world lost.

“His servants in like manner must go forth to sow. When called to become a sower of the seed of truth, Abraham was bidden, *‘Get thee out of thy country, and from thy kindred, and from thy father’s house,*

unto a land that I will show thee' (Genesis 12:1). *'And he went out, not knowing whither he went.'* (Hebrews 11:8). So to the apostle Paul, praying in the temple at Jerusalem, came the message from God, *'Depart; for I will send thee far hence unto the Gentiles'* (Acts 22:21). So those who are called to unite with Christ must leave all, in order to follow Him. Old associations must be broken up, plans of life relinquished, earthly hopes surrendered. In toil and tears, in solitude, and through sacrifice, must the seed be sown." (*Christ's Object Lessons* 36-37)

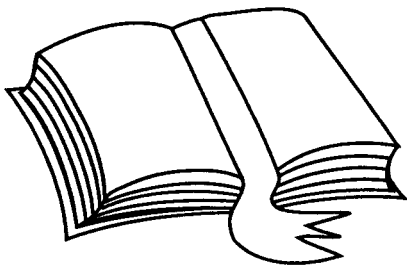
The teacher will encounter many difficulties as he sows.

What did the Sower sow?

"A sower went out
to sow his seed"
(Luke 8:5).

What is the Seed?

"...The seed is the Word of God"
(Luke 8:11).



Seeds

Three Basic Parts

The seed has three basic parts which are the **seed coat**, **storage tissue**, and the **embryo**.

Seed coat – The seed coat protects the seed from injury, insects, and loss of water. Seed coats vary from thin, delicate layers of tissue to thick, tough coverings. The Holy Spirit is like the seed coat that protects the seed and helps it develop in the right place at the right time.

Storage tissue – Food storage is the largest part of the seed, and is used by the cotyledons, part of the embryo of a seed. It absorbs and digests food from the food storage tissue of the seed. The food storage is like all the truths in the Bible.

Embryo – The embryo contains the parts that form a new plant. It develops into primary roots (the first root to grow), the stem and the first leaves of the new plant. The embryo is like the character growing from the seed (Word).



Tree = Seed
Character = Seed

“Christ came to sow the world with truth. Ever since the fall of man, Satan has been sowing the seeds of error. It was by a lie that he first gained control over men, and thus he still works to overthrow God’s kingdom in the earth and to bring men under his power. A sower from a higher world, Christ came to sow the seeds of truth. He who had stood in the councils of God, who had dwelt in the innermost sanctuary of the Eternal, could bring to men the pure principles of truth. Ever since the fall of man, Christ had been the Revealer of truth to the world. By Him the incorruptible seed, *‘the word of God, which liveth and abideth forever,’* is communicated to men (I Peter 1:23). In that first promise spoken to our fallen race in Eden, Christ was sowing the gospel seed. But it is to His personal ministry among men and to the work which He thus established that the parable of the sower especially applies.” (*Christ’s Object Lessons* 37-38)

What kinds of seeds did Christ sow?

Who has also been sowing seeds?

What kind of seeds are they?

“The word of God is the seed. Every seed has in itself a germinating principle. In it the life of the plant is enfolded. So there is life in God’s word. Christ says, *‘The words that I speak unto you, they are Spirit, and they are life’* (John 6:63). *‘He that heareth my word, and believeth on him that sent me, hath everlasting life’* (John 5:24). In every command and in every promise of the word of God is the power, the very life of God, by which the command may be fulfilled and the promise realized. He who by faith receives the word is receiving the very life and character of God.” (*Christ’s Object Lessons* 38)

What is the germinating principle?

“Every seed brings forth fruit after its kind. Sow the seed under right conditions, and it will develop its own life in the plant. Receive into the soul by faith the incorruptible seed of the word, and it will bring forth a character and a life after the similitude of the character and the life of God.” (*Christ’s Object Lessons* 38)

What should be the final result of seed sowing?

“*The sower soweth the word.*” Here is presented the great principle which should underlie all educational work. *‘The seed is the word of God.’* But in too many schools of our day God’s word is set aside. Other subjects occupy the mind. The study of infidel authors holds a large place in the educational system. Skeptical sentiments are interwoven in the matter placed in school books. Scientific research becomes misleading, because its discoveries are misinterpreted and perverted. The word of God is compared with the supposed teachings of science, and is made to appear uncertain and untrustworthy. Thus the seeds of doubt are planted in the minds of the youth, and in time of temptation they spring up. When faith in God’s word is lost, the soul has no guide, no safeguard. The youth are drawn into paths which lead away from God and from everlasting life.

“To this cause may in great degree be attributed the widespread iniquity in our world today. When the word of God is set aside, its power to restrain the evil passions of the natural heart is rejected. Men sow to the flesh, and of the flesh they reap corruption.

“And here, too, is the great cause of mental weakness and inefficiency. In turning from God’s word to feed on the writings of uninspired men, the mind becomes dwarfed and cheapened. It is not brought in contact with deep, broad principles of eternal truth. The understanding adapts itself to the comprehension of the things with which it is familiar, and in this devotion to finite things it is weakened, its power is contracted, and after a time it becomes unable to expand.”

What is made the focal point in most schools of today?

Explain.

How is the word of God given a lower position?

What is the result?

“All this is false education. 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.”

What is false education?

What does God promise?

“And let it not be thought that this will prevent the study of the sciences, or cause a lower standard in education. The knowledge of God is as high as heaven and as broad as the universe. There is nothing so ennobling and invigorating as a study of the great themes which concern our eternal life. Let the youth seek to grasp these God-given truths, and their minds will expand and grow strong in the effort. It will bring every student who is a doer of the word into a broader field of thought, and secure for him a wealth of knowledge that is imperishable.

“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.” (*Christ’s Object Lessons* 41-43)

What will this education do?

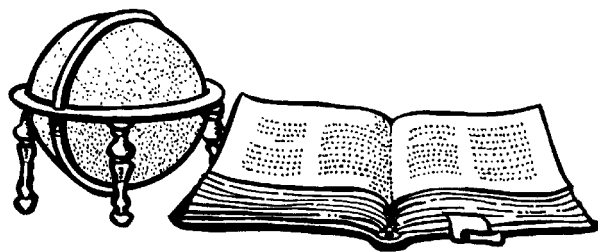
“But the teacher of sacred truth can impart only that which he himself knows by experience. *‘The sower sowed his seed.’* Christ taught the truth because He was the truth. His own thought, His character, His life-experience, were embodied in His teaching. So with His servants: those who would teach the word are to make it their own by a personal experience. They must know what it is to have Christ made unto them wisdom and righteousness and sanctification and redemption. In presenting the word of God to others, they are not to make it a suppose-so or a may be. They should declare with the apostle Peter, *‘We have not followed cunningly devised fables when we made known unto you the power and coming of our Lord Jesus Christ, but were eye-witnesses of his majesty’* (II Peter 1:16). Every minister of Christ and every teacher should be able to say with the beloved John, *‘The life was manifested, and we have seen it, and bear witness, and show unto you that eternal life which was with the*

Father, and was manifested unto us' (I John 1:2)." (*Christ's Object Lessons* 43)

Whose seeds does the sower sow?

How are Christ's servants to teach the word?

Notes



Hearers of the Word

Wayside

“Behold, a sower
went forth to sow;
“And when he sowed,
some seeds
fell by the way side,
and the fowls came
and devoured them up:”
“When any one heareth
the word of the kingdom,
and understandeth it not,
then cometh the wicked one,
and catcheth away
that which was sown in his
heart. This is he which re-
ceived seed
by the way side”
(Matthew 13:3-4, 19).

“The seed sown by the wayside represents the word of God as it falls upon the heart of an inattentive hearer. Like the hard-beaten path, trodden down by the feet of men and beasts, is the heart that becomes a highway for the world’s traffic, its pleasures and sins. Absorbed in selfish aims and sinful indulgences, the soul is *‘hardened*

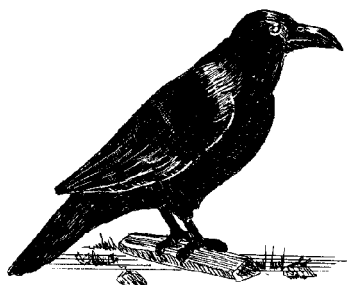
through the deceitfulness of sin' (Hebrews 3:13). The spiritual faculties are paralyzed. Men hear the word, but understand it not. They do not discern that it applies to themselves. They do not realize their need or their danger. They do not perceive the love of Christ, and they pass by the message of His grace as something that does not concern them.

“As the birds are ready to catch up the seed from the wayside, so Satan is ready to catch away the seeds of divine truth from the soul. He fears that the word of God may awaken the careless, and take effect upon the hardened heart.” (*Christ's Object Lessons* 44)

What does the wayside represent?

Who are the birds?

The seed falling on the wayside reminds one of a student who will not learn.



Stony Ground

“Some fell upon stony places,
where they had not much earth:
and forthwith they sprung up,
because they had
no deepness of earth:
And when the sun was up,
they were scorched;
and because they had no root,
they withered away.”

“But he that received the seed
into stony places,
the same is he that
heareth the word,
and anon with joy receiveth it;
Yet hath he not root in himself,
but dureth for a while:
for when tribulation
or persecution ariseth
because of the word,
by and by he is offended”
(Matthew 13:5-6, 20-21).

“The seed sown upon stony ground finds little depth of soil. The plant springs up quickly, but the root cannot penetrate the rock to find nutriment to sustain its growth, and it soon perishes. Many who make a profession of religion are stony-ground hearers. Like the rock underlying the layer of earth, the selfishness of the natural heart underlies the soil of their good desires and aspirations. The love of

self is not subdued. They have not seen the exceeding sinfulness of sin, and the heart has not been humbled under a sense of its guilt. This class may be easily convinced, and appear to be bright converts, but they have only a superficial religion....

“The roots of the plant strike down deep into the soil, and hidden from sight nourish the life of the plant. So with the Christian; it is by the invisible union of the soul with Christ, through faith, that the spiritual life is nourished. But the stony-ground hearers depend upon self instead of Christ. They trust in their good works and good impulses, and are strong in their own righteousness. They are not strong in the Lord, and in the power of His might. Such a one *‘hath not root in himself’*; for he is not connected with Christ.

“The hot summer sun, that strengthens and ripens the hardy grain, destroys that which has no depth of root. So he who *‘hath not root in himself,’ ‘dureth for a while’*; but *‘when tribulation or persecution ariseth because of the word, by and by he is offended.’* Many receive the gospel as a way of escape from suffering, rather than as a deliverance from sin. They rejoice for a season, for they think that religion will free them from difficulty and trial. While

life moves smoothly with them, they may appear to be consistent Christians. But they faint beneath the fiery test of temptation. They cannot bear reproach for Christ’s sake. When the word of God points out some cherished sin, or requires self-denial or sacrifice, they are offended. It would cost them too much effort to make a radical change in their life. They look at the present inconvenience and trial, and forget the eternal realities. Like the disciples who left Jesus, they are ready to say, *‘This is an hard saying, who can hear it?’* (John 6:60).” (*Christ’s Object Lessons* 46-48)

What is a stony ground hearer?

What destroys these plants?

The stony ground hearer can also represent the student who hears then forgets what he has heard.



Among Thorns

“And some fell among thorns;
and the thorns sprung up,
and choked them:”

“He also that received seed
among the thorns
is he that heareth the word;
and the care of this world,
and the deceitfulness of riches,
choke the word,
and he becometh unfruitful.”

Matthew 13:7, 22

“The gospel seed often falls
among thorns and noxious weeds;
and if there is not a moral transformation in the human heart, if old habits and practices and the former life of sin are not left behind, if the attributes of Satan are not expelled from the soul, the wheat crop will be choked. The thorns will come to be the crop, and will kill out the wheat.

“Grace can thrive only in the heart that is being constantly prepared for the precious seeds of truth. The thorns of sin will grow in any soil; they need no cultivation; but grace must be carefully cultivated. The briars and thorns are always ready to spring up, and the work of purification must advance continually. If the heart is not kept under the control of God, if the Holy Spirit does not work

unceasingly to refine and ennoble the character, the old habits will reveal themselves in the life. Men may profess to believe the gospel; but unless they are sanctified by the gospel their profession is of no avail. If they do not gain the victory over sin, then sin is gaining the victory over them. The thorns that have been cut off but not uprooted grow apace, until the soul is overspread with them.” (*Christ’s Object Lessons* 50-51)

What happens when seed falls among thorns and noxious weeds?

How must thorns be removed?

A student surrounded by weeds becomes caught up with them and has not the time for the precious seed.



Good Ground

“But other fell
into good ground,
and brought forth fruit,
some an hundredfold,
some sixtyfold,
some thirtyfold.”

“But he that received seed
into the good ground
is he that heareth the word,
and understandeth it;
which also beareth fruit,
and bringeth forth,
some an hundredfold,
some sixty, some thirty.”

Matthew 13:8, 23

“The good-ground hearer receives the word *‘not as the word of men, but as it is in truth, the word of God’* (I Thessalonians 2:13). Only he who receives the Scriptures as the voice of God speaking to himself is a true learner. He trembles at the word; for to him it is a living reality. He opens his understanding and his heart to receive it. Such hearers were Cornelius and his friends, who said to the apostle Peter, *‘Now therefore are we all here present before God, to hear all things that are commanded thee of God’* (Acts 10:33).

“A knowledge of the truth depends not so much upon strength of intellect as upon pureness of purpose, the simplicity of an earnest, dependent faith. To those who in humility of heart seek for divine guidance, angels of God draw near. The Holy Spirit is given to open to them the rich treasures of the truth.

“The good-ground hearers, having heard the word, keep it. Satan with all his agencies of evil is not able to catch it away.

“Merely to hear or to read the word is not enough. He who desires to be profited by the Scriptures must meditate upon the truth that has been presented to him. By earnest attention and prayerful thought he must learn the meaning of the words of truth, and drink deep of the spirit of the holy oracles.

“God bids us fill the mind with great thoughts, pure thoughts. He desires us to meditate upon His love and mercy, to study His wonderful work in the great plan of redemption. Then clearer and still clearer will be our perception of truth, higher, holier, our desire for purity of heart and clearness of thought. The soul dwelling in the pure atmosphere of holy thought will be transformed by communion with God through the study of the Scriptures....

“And he brings forth fruit *‘with patience.’* None who receive God’s word are exempt from difficulty and trial; but when affliction comes, the true Christian does not become restless, distrustful, or despondent. Though we can not see the definite outcome of affairs, or discern the purpose of God’s providence, we are not to cast away our confidence. Remembering the tender mercies of the Lord, we should cast our care upon Him, and with patience wait for His salvation.

“Through conflict the spiritual life is strengthened. Trials well borne will develop steadfastness of character and precious spiritual graces. The perfect fruit of faith, meekness, and love often matures best amid storm clouds and darkness.” (*Christ’s Object Lessons* 59-61)

Whose words do the good ground hearers receive?

What kind of heart does one need for the good seed?

Is hearing or reading the word enough?

What are we to fill our minds with?

A student who hears the instruction of his godly teacher and obeys is one of the good ground hearers. He will learn many precious truths.

Harvest

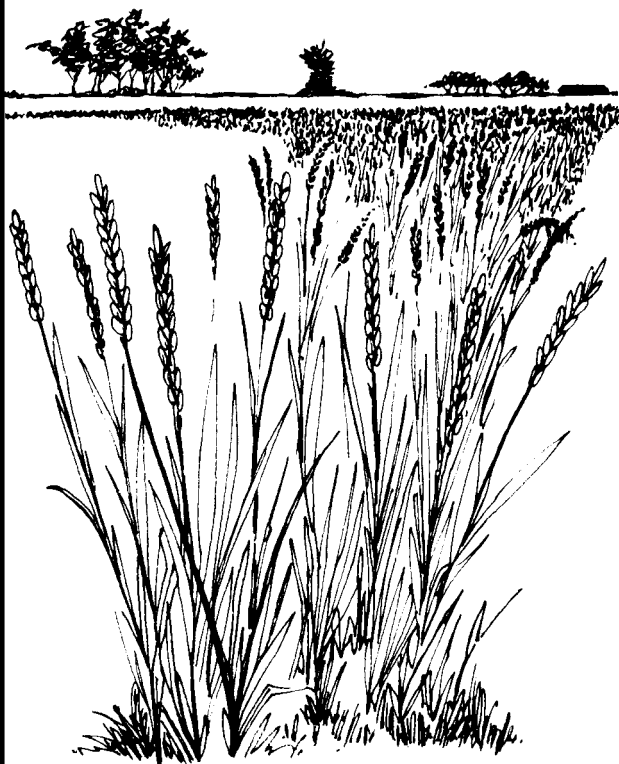
“*The husbandman waiteth for the precious fruit of the earth, and hath long patience for it, until he receive the early and latter rain*’ (James 5:7). So the Christian is to wait with patience for the fruition in his life of the word of God. Often when we pray for the graces of the Spirit, God works to answer our prayers by placing us in circumstances to develop these fruits; but we do not understand His purpose, and wonder, and are dismayed. Yet none can develop these graces except through the process of growth and fruit bearing. Our part is to receive God’s word and to hold it fast, yielding ourselves fully to its control, and its purpose in us will be accomplished.

“*If a man love me,’ Christ said, he will keep my words; and my Father will love him, and we will come unto him, and make our abode*

with him' (John 14:23). The spell of a stronger, a perfect mind will be over us; for we have a living connection with the source of all-enduring strength. In our divine life we shall be brought into captivity to Jesus Christ. We shall no longer live the common life of selfishness, but Christ will live in us. His character will be reproduced in our nature. Thus shall we bring forth the fruits of the Holy Spirit—*'Some thirty, and some sixty, and some an hundred.'* ” (*Christ's Object Lessons* 61)

“The husbandman waiteth
for the precious fruit
of the earth....”

James 5:7



Soil

“Throughout the parable of the sower, Christ represents the different results of the sowing as depending upon the soil. In every case the sower and the seed are the same. Thus He teaches that if the word of God fails of accomplishing its work in our hearts and lives, the reason is to be found in ourselves. But the result is not beyond our control. True, we cannot change ourselves; but the power of choice is ours, and it rests with us to determine what we will become. The wayside, the stony-ground, the thorny-ground hearers need not remain such. The Spirit of God is ever seeking to break the spell of infatuation that holds men absorbed in worldly things, and to awaken a desire for the imperishable treasure. It is by resisting the Spirit that men become inattentive to or neglectful of God's word. They are themselves responsible for the hardness of heart that prevents the good seed from taking root, and for the evil growths that check its development.

“The garden of the heart must be cultivated. The soil must be broken up by deep repentance for sin. Poisonous, Satanic plants must be uprooted. The soil once overgrown by thorns can be reclaimed only by diligent labor. So the evil tendencies

of the natural heart can be overcome only by earnest effort in the name and strength of Jesus. The Lord bids us by His prophet, *'Break up your fallow ground, and sow not among thorns.'* *'Sow to yourselves in righteousness; reap in mercy'* (Jeremiah 4:3; Hosea 10:12). This work He desires to accomplish for us, and He asks us to cooperate with Him." (*Christ's Object Lessons* 56)

What are the results of sowing dependent upon?

What must be done to the heart?

How can the soil be broken up?

How can the soil be rid of poisonous plants?

The student of the wayside, stony-ground and thorny-ground need not remain such!

Soil is an important resource and life on earth depends on the soil as a direct or indirect source of food. The seed is planted in the soil and

is rooted there, obtaining nutrients from it. (We are the soil; thoughts are put into our minds.)

Soil contains minerals, organic particles, other plant and animal matter, air and water. The contents of soil change constantly. There are many kinds of soils, each with certain characteristics. The kind of soil in an area helps determine how well crops grow there. Soil forms slowly and is destroyed easily, so one must care for it. (That which is put into the mind can destroy the seeds or cause the seeds to grow.)

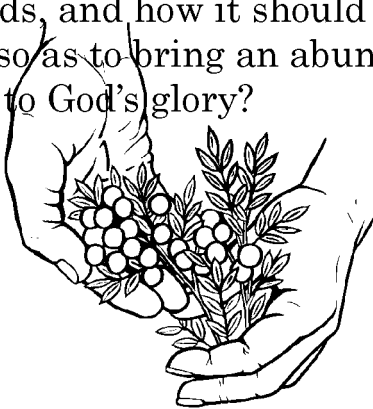
The mineral and organic particles in soil are called soil particles. Water and air occupy the spaces between the particles. Plants and animals live in these pore spaces. Plant roots also grow through the pore spaces. (Others around us have an influence on us).

Minerals supply nutrients to green plants. Sands, silts (quartz and feldspar,) and clays make up most of the mineral content of soils. Trace amounts of many minerals add nutrients, including calcium, phosphorus, and potassium, to the soil. Plant and animal matter consist of organic material in various stages of decay.

Water that enters the soil dissolves minerals and nutrients and forms soil solution. Much of the solution drains away, but some remains in the pore spaces. Green plants obtain water and some nutrients by absorbing soil solution through their roots. (The Holy Spirit helps us to grasp the elements of the Word that we most need and that is how we grow.)

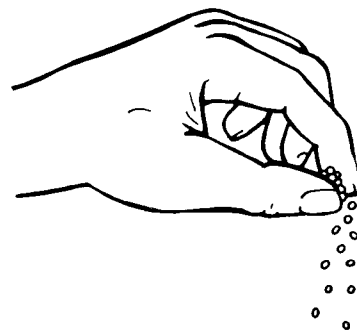
Air replaces the water that drains from the larger spaces. Soil organisms live best in soil that contains almost equal amounts of air and water. (People live best who not only pray but also study the word and obey it.)

Can you discover any more lessons from the soil, how it applies to our minds, and how it should be cultivated so as to bring an abundant harvest to God's glory?



Note for this section of lessons: When printing out the Health cover print it on red paper, Mathematics on orange paper, Music on yellow paper, nature on green paper, History Geography Prophecy on Blue paper, Language and Voice on light colored purple paper.

Review



1. Christ is the Sower.
2. Christ is the Seed.
3. Christ prepares the soil.
4. Christ is the Sun.
5. Christ sends the showers.
6. Christ helps mature the leaves and stems.
7. Christ will harvest the fruit or sons of God.



Teaching Health From the Scriptures

Health is the Gospel in Vitality.



“A merry heart
doeth good like a medicine:
but a broken spirit drieth the bones.”

Proverbs 17:22

“Whether therefore ye eat, or drink,
or whatsoever ye do, do all to the glory of God.”

I Corinthians 10:31

“Like our Saviour,
we are in this world to do service for God.
We are here to become like God in character,
and by a life of service to reveal Him to the world.”

The Ministry of Healing 409

“Beloved,
I wish above all things
that thou mayest prosper
and be in health,
even as thy soul prospereth.”

III John 1:2



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Teaching Health from the Bible

“Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a well-balanced character. Without health no one can as distinctly understand or as completely fulfill his obligations to himself, to his fellow beings, or to his Creator. Therefore the health should be as faithfully guarded as the character. A knowledge of physiology and hygiene should be the basis of all educational effort.”

Why is physical health important?

“A knowledge of _____ and _____ should be the basis of all educational effort.”

“Though the facts of physiology are now so generally understood, there is an alarming indifference in regard to the principles of health. Even of those who have a knowledge of these principles, there are few who put them in practice. In-

clination or impulse is followed as blindly as if life were controlled by mere chance rather than by definite and unvarying laws.

“The youth, in the freshness and vigor of life, little realize the value of their abounding energy. A treasure more precious than gold, more essential to advancement than learning or rank or riches—how lightly it is held! how rashly squandered! How many a man, sacrificing health in the struggle for riches or power, has almost reached the object of his desire, only to fall helpless, while another, possessing superior physical endurance, grasped the longed-for prize! Through morbid conditions, the result of neglecting the laws of health, how many have been led into evil practices, to the sacrifice of every hope for this world and the next!

“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.”

Reread the above paragraph. Is this being taught in the science textbooks of today?

Teaching Health from the Bible

“Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. The work should be begun by the mother in the home and should be faithfully carried forward in the school. As the pupils advance in years, instruction in this line should be continued until they are qualified to care for the house they live in. They should understand the importance of guarding against disease by preserving the vigor of every organ and should also be taught how to deal with common diseases and accidents. Every school should give instruction in both physiology and hygiene, and, so far as possible, should be provided with facilities for illustrating the structure, use, and care of the body.”

What should be taught to children very early on? By whom?

What is the final result of this teaching?

What important lesson should a student learn?

“There are matters not usually included in the study of physiology that should be considered—matters of far greater value to the student than are many of the technicalities commonly taught under this head. As the foundation principle of all education in these lines, the youth should be taught that the laws of nature are the laws of God—as truly divine as are the precepts of the Decalogue. The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or willful violation of these laws is a sin against our Creator.”

What do the laws of nature and the laws of God have in common?

“How necessary, then, that a thorough knowledge of these laws should be imparted! The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters, should be given much more attention than they ordinarily receive.

Teaching Health from the Bible

“The influence of the mind on the body, as well as of the body on the mind, should be emphasized. The electric power of the brain, promoted by mental activity, vitalizes the whole system, and is thus an invaluable aid in resisting disease. This should be made plain. The power of the will and the importance of self-control, both in the preservation and in the recovery of health, the depressing and even ruinous effect of anger, discontent, selfishness, or impurity, and, on the other hand, the marvelous life-giving power to be found in cheerfulness, unselfishness, gratitude, should also be shown.”

Does the body influence the mind? or the mind the body?

What do anger, discontent, selfishness, and impurity do to the health of body and mind? How about cheerfulness, unselfishness, and gratitude?

“There is a physiological truth—truth that we need to consider—in the Scripture,

*‘A merry [rejoicing] heart
doeth good like a medicine’
(Proverbs 17:22).*

“*‘Let thine heart keep my commandments,’* God says; *‘for length of days, and years of life, and peace, shall they add to thee.’ ‘They are life unto those that find them, and health to all their flesh.’ ‘Pleasant words,’* the Scriptures declare to be not only *‘sweet to the soul,’* but *‘health to the bones’* (Proverbs 3:1-2, margin; 4:22; 16:24).

“The youth need to understand the deep truth underlying the Bible statement that with God *‘is the fountain of life’* (Psalm 36:9). Not only is He the originator of all, but He is the life of everything that lives. It is His life that we receive in the sunshine, in the pure, sweet air, in the food which builds up our bodies and sustains our strength. It is by His life that we exist, hour by hour, moment by moment. Except as perverted by sin, all His gifts tend to life, to health and joy.

“*‘He hath made everything
beautiful in its time’
(Ecclesiastes 3:11);*

Teaching Health from the Bible

and true beauty will be secured, not in marring God's work, but in coming into harmony with the laws of Him who created all things, and who finds pleasure in their beauty and perfection."

What is true beauty?

"As the mechanism of the body is studied, attention should be directed to its wonderful adaptation of means to ends, the harmonious action and dependence of the various organs. As the interest of the student is thus awakened, and he is led to see the importance of physical culture, much can be done by the teacher to secure proper development and right habits.

"Among the first things to be aimed at should be a correct position, both in sitting and in standing. God made man upright, and He desires him to possess not only the physical but the mental and moral benefit, the grace and dignity and self-possession, the courage and self-reliance, which an erect bearing so greatly tends to promote. Let the teacher give instruction on this

point by example and by precept. Show what a correct position is, and insist that it shall be maintained."

What is one of the first things to teach the student?

"Next in importance to right position are respiration and vocal culture. The one who sits and stands erect is more likely than others to breathe properly. But the teacher should impress upon his pupils the importance of deep breathing. Show how the healthy action of the respiratory organs, assisting the circulation of the blood, invigorates the whole system, excites the appetite, promotes digestion, and induces sound, sweet sleep, thus not only refreshing the body, but soothing and tranquilizing the mind. And while the importance of deep breathing is shown, the practice should be insisted upon. Let exercises be given which will promote this, and see that the habit becomes established."

What is next in importance to teach the student?

Teaching Health from the Bible

“The training of the voice has an important place in physical culture, since it tends to expand and strengthen the lungs, and thus to ward off disease. To ensure correct delivery in reading and speaking, see that the abdominal muscles have full play in breathing and that the respiratory organs are unrestricted. Let the strain come on the muscles of the abdomen rather than on those of the throat. Great weariness and serious disease of the throat and lungs may thus be prevented. Careful attention should be given to securing distinct articulation, smooth, well-modulated tones, and a not-too-rapid delivery. This will not only promote health, but will add greatly to the agreeableness and efficiency of the student’s work.”

Why is the training of the voice important?

Describe the proper way to speak.

“In teaching these things a golden opportunity is afforded for showing the folly and wickedness of tight lacing and every other practice that restricts vital action. An almost endless train of disease results from unhealthful modes of dress, and careful instruction on this point should be given. Impress upon the pupils the danger of allowing the clothing to weigh on the hips or to compress any organ of the body. The dress should be so arranged that a full respiration can be taken and the arms be raised above the head without difficulty. The cramping of the lungs not only prevents their development, but hinders the processes of digestion and circulation, and thus weakens the whole body. All such practices lessen both physical and mental power, thus hindering the student’s advancement and often preventing his success.”

Describe the proper dress for proper breathing.

Teaching Health from the Bible

“In the study of hygiene the earnest teacher will improve every opportunity to show the necessity of perfect cleanliness both in personal habits and in all one’s surroundings. The value of the daily bath in promoting health and in stimulating mental action, should be emphasized. Attention should be given also to sunlight and ventilation, the hygiene of the sleeping room and the kitchen. Teach the pupils that a healthful sleeping room, a thoroughly clean kitchen, and a tastefully arranged, wholesomely supplied table, will go further toward securing the happiness of the family and the regard of every sensible visitor than any amount of expensive furnishing in the drawing room. That:

‘The life is more than meat,
and the body
is more than raiment’
(Luke 12:23),

is a lesson no less needed now than when given by the divine Teacher eighteen hundred years ago.”

What will go further toward securing the happiness of the family and visitors?

“The student of physiology should be taught that the object of his study is not merely to gain a knowledge of facts and principles. This alone will prove of little benefit. He may understand the importance of ventilation, his room may be supplied with pure air; but unless he fills his lungs properly he will suffer the results of imperfect respiration. So the necessity of cleanliness may be understood, and needful facilities may be supplied; but all will be without avail unless put to use. The great requisite in teaching these principles is to impress the pupil with their importance so that he will conscientiously put them in practice.”

What is of vital importance more than learning facts about physiology?

“By a most beautiful and impressive figure, God’s word shows the regard He places upon our physical organism and the responsibility resting on us to preserve it in the best condition:

Teaching Health from the Bible

‘Know ye not that your body
is a temple of the Holy Spirit
which is in you,
which ye have from God?
and ye are not your own.’

‘If any man defile
the temple of God,
him shall God destroy;
for the temple of God is holy,
which temple ye are’
(I Corinthians 6:19, R.V,
margin; 3:17).

“Let the pupils be impressed
with the thought that the body is
a temple in which God desires to
dwell, that it must be kept pure,
the abiding place of high and noble
thoughts. As in the study of physi-
ology they see that they are indeed

‘fearfully and wonderfully made’
(Psalm 139:14),

they will be inspired with rever-
ence. Instead of marring God’s
handiwork, they will have an ambi-
tion to make all that is possible of
themselves, in order to fulfill the
Creator’s glorious plan. Thus they
will come to regard obedience to the
laws of health, not as a matter of
sacrifice or self-denial, but as it re-

ally is, an inestimable privilege and
blessing.” (*Education* 195-201)

**What is the body considered by
God?**

Health from the Bible
teaches the student
the way God wants
to heal him,
physically, mentally,
and spiritually!

(See the Health Series
In the 2-8 Program,
“*The Desire
of All Nations.*”)



Do the Following:

1. Listen to the CD, "Teaching Health From the Bible."
2. Read through the school lesson entitled, "What is Health?" See Lesson 1 of *"The Desire of all Nations"* Lessons.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the "Teacher's Section" of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called "Schedule, The Classroom, Order, and Records."
Re-read the page entitled, "Parent Planner."

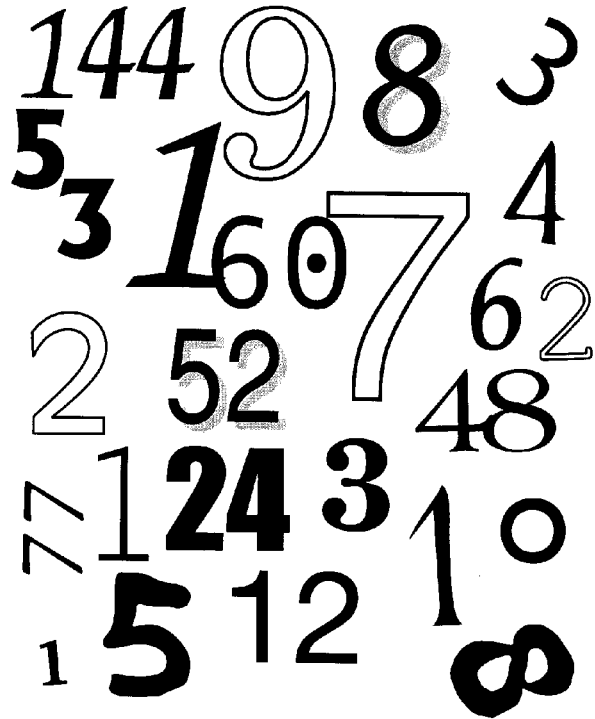
D. Put your child in Place I, II, or III and decide what you would teach him out of the Health Lesson. Write out a teacher's plan.

E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the "Outline of *"The Desire of all Nations"* Lesson 1.

(If you need counsel on this last assignment, call or write SonLight.)

Teaching Mathematics From the Scriptures

Mathematics is the Gospel in the Law.

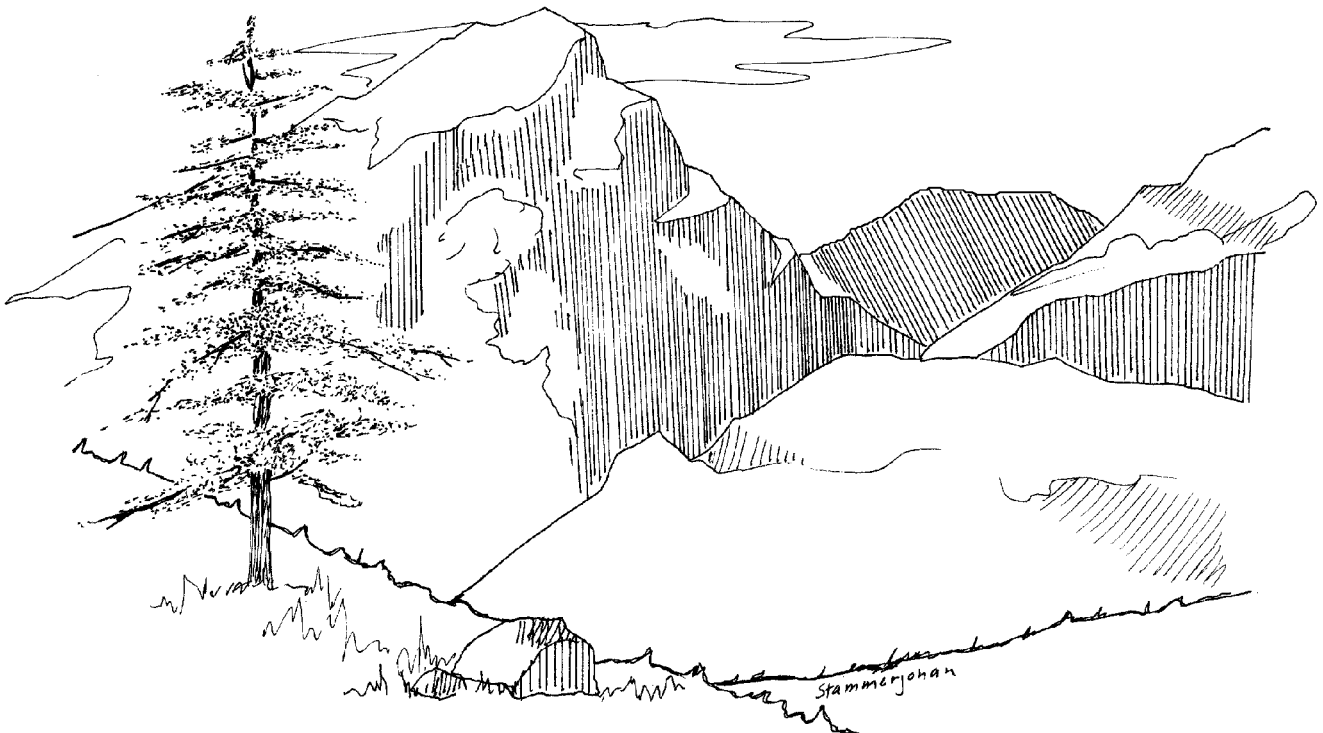


“So teach us to number our days,
that we may apply our hearts unto wisdom.”

Psalm 90:12

“Who hath measured the waters in the hollow of his hand,
and meted out heaven with the span,
and comprehended the dust of the earth in a measure,
and weighed the mountains in scales,
and the hills in a balance?”

Isaiah 40:12



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SonLight

Teaching Mathematics from the Bible

“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. This training will help them to distinguish true economy from niggardliness on the one hand and prodigality on the other. Rightly directed it will encourage habits of benevolence. It will aid the youth in learning to give, not from the mere impulse of the moment, as their feelings are stirred, but regularly and systematically.”

Why are imaginary problems not a complete way of teaching?

What is a better way of teaching mathematics?

“In this way every study may become an aid in the solution of that greatest of all problems, the training of men and women for the best discharge of life’s responsibilities.”
(*Education* 238-239)

“Special care should be given to the education of the youth. The children are to be trained to become missionaries; they must be helped to understand distinctly what they must do to be saved. Few have the instruction in religious lines that is essential. If the instructors have a religious experience themselves, they will be able to communicate to their students the knowledge of the love of God that they have received. These lessons can be given only by those who are themselves truly converted. This is the noblest missionary work that any man or woman can undertake.”

What are children to be trained to become? and understand?

What is the noblest missionary work that any man or woman can do?

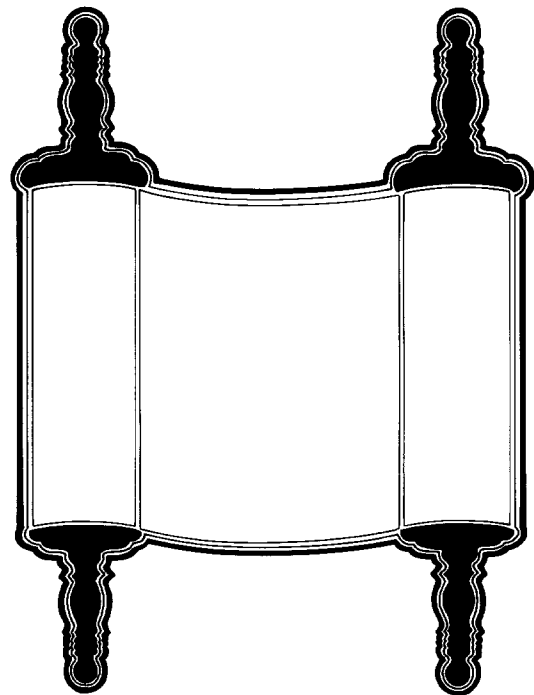
Teaching Mathematics from the Bible

What is the prerequisite to mathematics or any subject?

“When very young, children should be educated to read, to write, to understand figures, to keep their own accounts. They may go forward, advancing step by step in this knowledge. But before everything else, they should be taught that the fear of the Lord is the beginning of wisdom. They should be educated line upon line, precept upon precept, here a little and there a little; but the one aim before the teacher should be to educate the children to know God, and Jesus Christ whom He has sent.” (*Counsels to Teachers* 168-169)

What age is very young?

What is the most important thing they should be taught?



Mathematics is the science that studies and explains numbers, quantities, measurements, and the relations between them.

Mathematics from the Bible is law, and reminds us of how God operates through these law.

Teaching Mathematics from the Bible

Mathematical quantities, measurements, numbers, and the relations between them are found everywhere in the Bible.

The following are a few simple examples:

Bible

“He telleth the number
of the stars”
(Psalm 147:4).

God “bringeth out their host
by number”
(Isaiah 40:26).

“He weigheth the waters
by measure”
(Job 28:25).

“And on the seventh day
God ended his work
which he had made;
and he rested on the seventh
day from all his work
which he had made”
(Genesis 2:2).

Mathematics and Language in the Bible

Mathematical terms and numbers are present throughout the Scriptures. But it goes even beyond this. There is a wonderful numerical design laid out in letters, words, verses, chapters, and books. Every letter in the Bible is in its right place. There is a significance in the number of times that certain words and phrases occur. Example: to cube means to multiply a number by itself three times (3 cubed is 27). The word mercy seat occurs 27 times in Scripture. The mercy seat represents the throne of God the Father, God the Son, and God the Holy Spirit (3).

Mathematics and Nature in the Bible

**Consider the seven days
of Creation and Mathematics.**

Day 1 (one means beginning) light

Day 2 (two—difference) air

Day 3 (three—solid, real, substantiated, complete, and entire) land and water.

Teaching Mathematics from the Bible

Day 4 (four—material completeness) Sun, Moon, all completed in first four days for life of man and animals to exist.

Day 5 (five—grace) birds and fish

Day 6 (six—number of man) people

Day 7 (seven—spiritual perfection—rest) Sabbath

“Then came Peter to him, and said, Lord, how oft shall my brother sin against me, and I forgive him? till seven times? Jesus saith unto him, I say not unto thee, Until seven times: but, Until seventy times seven” (Matthew 18:21-22).

The number 7 in the Scriptures means spiritual perfection. 70 is a combination of 7 and 10. 10 means the perfection of divine order. Therefore 7 x 10 signifies perfect spiritual order carried out with all spiritual power and significance. Both spirit and order are greatly emphasized.

7 7 7 7

Mathematics and Health in the Bible

“The days of our years are threescore years and ten; and if by reason of strength they be fourscore years, yet is their strength labor and sorrow; for it is soon cut off, and we fly away”
(Psalms 90:10).

The span of a man’s life is (7 x 10) or ten sevens.

Seven is the perfect number. Man is given a perfect time to perfect his character and bring it into the divine order.

Mathematics and History/Geography/ Prophecy in the Bible

History tells us there were ten generations from Adam to Noah. Ten means completeness of order which marks the entire round of anything. The ten godly generations

Teaching Mathematics from the Bible

listed in Genesis five (five is the number of grace) have important name meanings. Adam means “to shine,” the “brilliant one,” and “the one of the soil.” One means divine unity—sovereign. (Christ the “brilliant one” became man “the One of the soil.”) In the generations to Noah you will find word and number meanings that tell the history and prophecy of Christ—the sin-bearer and Redeemer.

Example

1st generation—Adam—“Man,” “to shine,” “the brilliant one,” “to be ruddy,” “the one of the soil” One is Divine Unity—sovereign.

2nd generation—Seth—“appointed” or “substituted” Two is difference—division.

3rd generation—Enos—“man,” “a mortal” Three is completeness—entire.

4th generation—Cainan—“worker in metal” Four is universality, material creation finished, number of creation.

5th generation—Mahalaleel—“praise of God”

Five is redemption—grace.

6th generation—Jared—“servant.” Six is the number of man.

7th generation—Enoch—“dedicated one” Seven is spiritual perfection.

8th generation—Methuselah—“man of the javelin,” “man of a dart (spear)” Eight is a new beginning.

9th generation—Lamech—unknown Nine is the conclusion of the matter—divine completeness—judgment.

10th generation—Noah—“rest,” “to comfort” Ten is perfection of Divine order—entire round of anything.

10

Teaching Mathematics from the Bible

Mathematics and Music in the Bible

The book of Psalms is a book of songs. It means “to praise with word and song,” “a hymn.” The book of Psalms is divided into 5 sections—Book I—Psalms 1-41, Book II—Psalms 42-72, Book III—Psalms 73-89, Book IV—Psalms 90-106, and Book V—Psalms 107-150. The number 5 is the number representing grace. What better way to express grace than through song?

Music is full of mathematics. Think about this:

There are 7 notes on the scale (8th note is a repetition of the first). Seven is the perfect number and there is a perfect pattern in God’s music.

You have only seen a little of mathematics in the Bible. There is much, much more.

One excellent book is:

“Number in Scripture,”
by E.W. Bullinger
(Go on the web to find this book.)

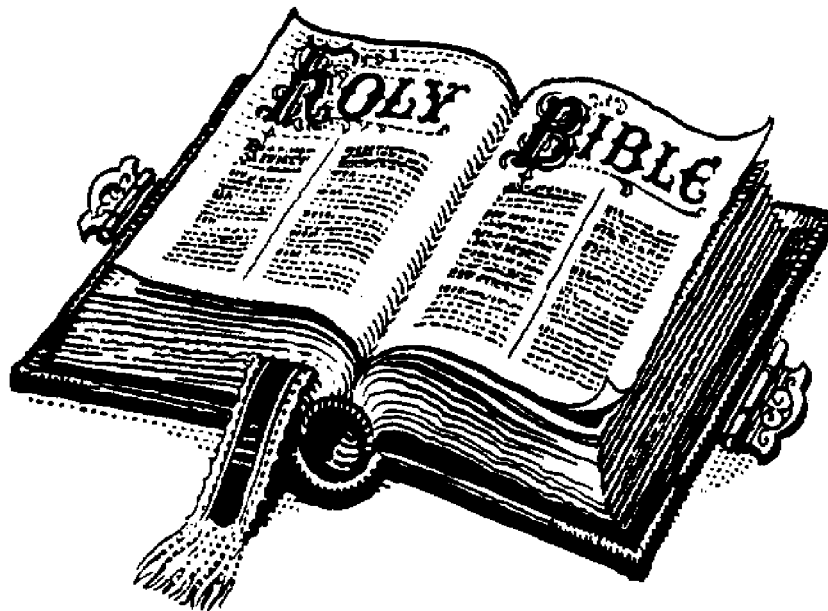
Reinforce

1. Find the numbers 1-10 in nature.
(Example: Many flowers have 5 petals such as buttercups or 3 and 6 is the number of insects)
2. Find the numbers 1-10 in the body.
(Example: The body has 2 arms, 2 hands, 2 legs, 2 feet, 2 eyes, 2 ears, 1 nose but 2 nostrils and so forth.)
3. Find the numbers 1-10 in the Bible.
Do not use already used examples.
4. Find the numbers 1-10 in the Sanctuary.
(Example: 4 coverings, and could study Geometry in this structure)

Teaching Mathematics from the Bible

THE HOLY BIBLE —WHOLLY TRUE

In 1882, a young immigrant from Russia was just graduating from Harvard. He had an incredible conversion to Christ, after being an avid atheist. He became one of the top ten mathematicians in the United States, taught in universities, and spoke 7 languages (he knew up to 14). Ivan Panin began to study the Scriptures as a Christian, but knowing Hebrew, Aramaic, and Greek, he began to read them in the original languages. Now both Hebrew and Greek are unique languages. They are the only two languages in history that do not have a number system. In other words, they do not use special symbols for their numbers like our Arabic numerals 1, 2, 3, etc.) but use instead the letters of their alphabets to represent numbers. Here is a chart to fully show what I mean (on the next page). You see that each letter actually is used as a number.



Teaching Mathematics from the Bible

Number Value	Hebrew	Number Value	Greek
1	א	1	α
2	ב	2	β
3	ג	3	γ
4	ד	4	δ
5	ה	5	ε
6	ו	6	ζ
7	ז	7	η
8	ח	8	θ
9	ט	9	ι
10	י	10	κ
20	כ	20	λ
30	ל	30	μ
40	מ	40	ν
50	נ	50	ξ
60	ס	60	ο
70	ע	70	π
80	פ	80	ρ
90	צ	90	σ
100	ק	100	τ
200	ר	200	υ
300	ש	300	φ
400	ק	400	χ
		500	ψ
		600	ω
		700	
		800	

Teaching Mathematics from the Bible

Aware of the numerical values of the Greek and Hebrew alphabets, Panin experimented one day by replacing the letters with their corresponding numbers in Scripture. Here is Panin...a mathematical genius, a Hebrew and Greek scholar, and he loves playing with numbers. Suddenly, his trained mind saw a mathematical pattern! As he studied more intensely, his excitement grew. A few short hours of work had him utterly amazed. The verses he had studied bore unmistakable evidence of an elaborate pattern, far beyond random chance, or human ability to construct. This discovery marked the turning point of his career, and from that time until his death in 1942, he devoted his entire life to the study of Bible numerics.

He showed, first of all, that the Bible, in its original language, is a skillfully designed product of a mathematical mastermind—far beyond any human possibility of deliberate structuring. He later supplied a representative of the Nobel Research Foundation with over 43,000 sheets of his studies accompanied by his statement that this was his evidence that the Bible was the Word of God. Their reply was, “As far as our investigation

has proceeded...we find the evidence overwhelmingly in favor of such a statement.” He then issued a challenge throughout leading newspapers of the world to offer a “natural explanation” or refute the facts; not a single person has been able to do so.

What He Found

“The words of the Lord
are pure words;
as silver tried in a furnace
on the earth,
refined seven times.”

Psalm 12:6

Panin found that patterns of prime numbers, such as 11, 13, 17, and 23, but especially 7, were found in great clusters. He would add up the sum of all numerical values for different words, sentences, paragraphs, passages, and whole books, and he found the same patterns in each of these forms! He found that the number of words in a vocabulary would divide by 7 (all words that weren't proper names). The number of proper names, both male and female would divide by 7. The number of words that begin with a vowel will divide by 7, likewise the

Teaching Mathematics from the Bible

number of words that begin with a consonant. The number of letters in a vocabulary will divide by 7, and those letters, those that are vowels and those that are consonants will also divide by 7. Words that occurred more than once would divide by 7, and also words that appeared only once! The number of nouns would be divisible by 7, also the words that were not. Even the number of words beginning with each letter of the alphabet! And on and on...Panin only stayed on a passage long enough to confirm beyond reasonable doubt the statistical evidence for supernatural design. But he stated that the longer you stayed on one, it would continue to yield further and further evidences of pattern within patterns until the mind reeled!

Some Examples

Here is an example from the Old Testament. Just the very first sentence in the Bible:

“In the beginning God created the heavens and the earth.”

Genesis 1:1

That's the way it comes out in English, in the Hebrew it is exactly 7 words. The 7 words have exactly 28 (4×7) letters. There are 3 nouns (God, heavens, and earth.) Taking the letters of these, substituting their number equivalents and adding them up, you get a combined total of 777 (111×7). There is one Hebrew verb—created. Its total numerical value is 203 (29×7). The first three words contain the subject with exactly 14 (2×7) letters, likewise the other four are the object with exactly 14 letters. The Hebrew words for the two objects (heaven and earth) each have 7 letters. The value for the first, middle, and last letters in the sentence is 133 (19×7); the numeric value for the first and last words in the sentence is 1393 (199×7); the value of the first and last letters of the verse is 497 (71×7). The value of the first and last letters of each of the words between is 896 (128×7). And so on, and so on...in this verse alone there are 30 different features of 7. I have listed only 11 of them! The chance of this happening accidentally is 1 in 33,000,000,000,000 (33 trillion).

Teaching Mathematics from the Bible

And now an example from the New Testament: Matthew 1:1-11. The vocabulary (all words except proper names) has 49 words (7×7), 28 words begin with a vowel (4×7), the remaining 21 with a consonant (3×7). 7 end with a vowel, 42 with a consonant (6×7). The 49 words have 266 letters (38×7). Out of the 266 letters, 140 are vowels (20×7). 126 are consonants (18×7). Also, of these 49 words, 14 occur only once (2×7), 35 occur more than once (5×7). 42 are nouns (6×7) and 7 are not. These remaining common nouns have exactly 49 letters (7×7). Male names occur in all 56 times (8×7). The names of only 3 women appear in the passage, and the Greek letters of their names add up to 14 exactly!

Panin said it would have taken Matthew several months, working 8 hours a day to construct the genealogy, even if it were possible. But the names were chosen BEFORE MATTHEW WAS BORN!

One Author

The whole Bible is like this. I am just taking one small chunk of it and doing it in detail. Every paragraph, passage and book in the Bible can be shown to be construct-

ed in the same marvelous way. What kind of fantastic collaboration between the disciples could have produced this structure without computers? How could mere fishermen and tax collectors produce this kind of incredible structuring and design? What is interesting, is that Mark is a Roman, Luke a Greek, and Matthew a Jew, but they all wrote with the same pattern. Each one wrote with their own unique flavor. Mark's flavor is different, but the pattern is the same right through! So who wrote it? One mind, one author—one God—many different writers, but one Writer... You can't pull even one word out, without damaging the whole pattern. So the Bible carries within itself, a self-checking, self-verifying protection factor. If a person comes along and says I don't like this one, the whole pattern falls apart. This cannot be found in any other religious "holy" book in the world!

You can put any test that you like on this book and nothing is even in the same category, not even in the same class. It is not a book—it is God who has spoken in history, and that is why He says, "*My Word is quick and powerful and it is sharper than any two-edged sword!*"

—Winkie Pratney

Do the Following:

1. Listen to the CD, "Teaching Mathematics From the Bible."
2. Read through the enclosed school lesson entitled, "What is Mathematics?" See Lesson 1 of *"The Desire of all Nations"* Lessons.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the "Teacher's Section" of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called "Schedule, The Classroom, Order, and Records."
Re-read the page entitled, "Parent Planner."

D. Put your child in Place I, II, or III and decide what you would teach him out of the Mathematics Lesson. Write out a teacher's plan.

E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the "Outline of *"The Desire of all Nations"* Lesson 1.

(If you need counsel on this assignment, call or write SonLight.)

Teaching Music From the Scriptures

Music is the Gospel in Sound



Psalm 101 In Rhymn

Of mercy and of juistice My thankful song shall be;
O Lord, in joyful praises My song shall rise to Thee.

Within my house I purpose to walk in wisdom's way,
O Lord, I need Thy presence; How long wilt Thou delay?

On What is base and evil I will not set my heart;
Transgressors' ways abhorring, With them I take no part.

No froward man or evil Shall my companion be;
I will not suffer slander Or pride of treachery.

The faithful and the upright Shall minister to me;
The lying and deceitful My favor shall not see.

I will in daily judgment All wickedness reward,
And cleanse from evildoers The city of the Lord.

**Go on line and find “Crown and Covenant’s” hymnal
“The Book of Psalms For Singing.”
www.psalms4u.com**

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Teaching Music from the Bible

“The history of the songs of the Bible is full of suggestion as to the uses and benefits of music and song. Music is often perverted to serve purposes of evil, and it thus becomes one of the most alluring agencies of temptation. But, rightly employed, it is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul.”

What is music designed to do?

“As the children of Israel, journeying through the wilderness, cheered their way by the music of sacred song, so God bids His children today gladden their pilgrim life. There are few means more effective for fixing His words in the memory than repeating them in song. And such song has wonderful power. It has power to subdue rude and uncultivated natures; power to quicken thought and to awaken sympathy, to promote harmony of action, and to banish the gloom and foreboding that destroy courage and weaken effort.”

What did the children of Israel

do as they journeyed through the wilderness?

Why is this such an effective means? (List below)

“It is one of the most effective means of impressing the heart with spiritual truth. How often to the soul hard-pressed and ready to despair, memory recalls some word of God’s—the long-forgotten burden of a childhood song—and temptations lose their power, life takes on new meaning and new purpose, and courage and gladness are imparted to other souls!”

How can song be effective in the life?

“The value of song as a means of education should never be lost sight of. Let there be singing in the home, of songs that are sweet and pure, and there will be fewer words of censure and more of cheerfulness and hope and joy. Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another.

Teaching Music from the Bible

“As a part of religious service, singing is as much an act of worship as is prayer. Indeed, many a song is prayer. If the child is taught to realize this, he will think more of the meaning of the words he sings and will be more susceptible to their power.”

What is music paralleled to?

“As our Redeemer leads us to the threshold of the Infinite, flushed

with the glory of God, we may catch the themes of praise and thanksgiving from the heavenly choir round about the throne; and as the echo of the angels’ song is awakened in our earthly homes, hearts will be drawn closer to the heavenly singers. Heaven’s communion begins on earth. We learn here the keynote of its praise.” (*Education* 167-168)

Where do we learn the keynote of praise?

Music from the Bible
teaches the student to praise God
in prayer, song, and musical instruments
as he lives and works in this world.

Scripture song CDs and Songbooks are available
to be downloaded in pdf format from SonLight.



Psalm 100

“Make a joyful noise unto the LORD, all ye lands.

“Serve the LORD with gladness: come before his presence with singing.

“Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

“Enter into his gates with thanksgiving, and into his courts with praise: be thankful unto him, and bless his name.”

Psalm 100 In Rhyme

All people that on earth do dwell,
Sing to the LORD with cheerful voice
Him serve with mirth; His praise forth tell;
Come ye before Him and rejoice.

Know that the LORD is God indeed;
Without our aid He did us make.
We are His folk; He doth us feed,
And for His sheep He doth us take.

O enter then His gates with praise;
Within His courts your thanks proclaim;
With grateful hearts your voices raise
To bless and magnify His name.

Because the LORD our God is good,
His mercy is forever sure;
His truth at all times firmly stood
And shall from age to age endure.

—Unknown

**Try writing
one verse
from your
favorite
Psalm
in rhyme.**

Do the Following:

1. Listen to the CDs, “Helping Your child Choose Good Music.”
2. Read through the school lesson entitled, “What is Music?” See Lesson 1 of *“The Desire of all Nations”* Lessons.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the “Teacher’s Section” of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called “Schedule, The Classroom, Order, and Records.”
Re-read the page entitled, “Parent Planner.”

D. Put your child in Place I, II, or III and decide what you would teach him out of the Health Lesson. Write out a teacher’s plan.

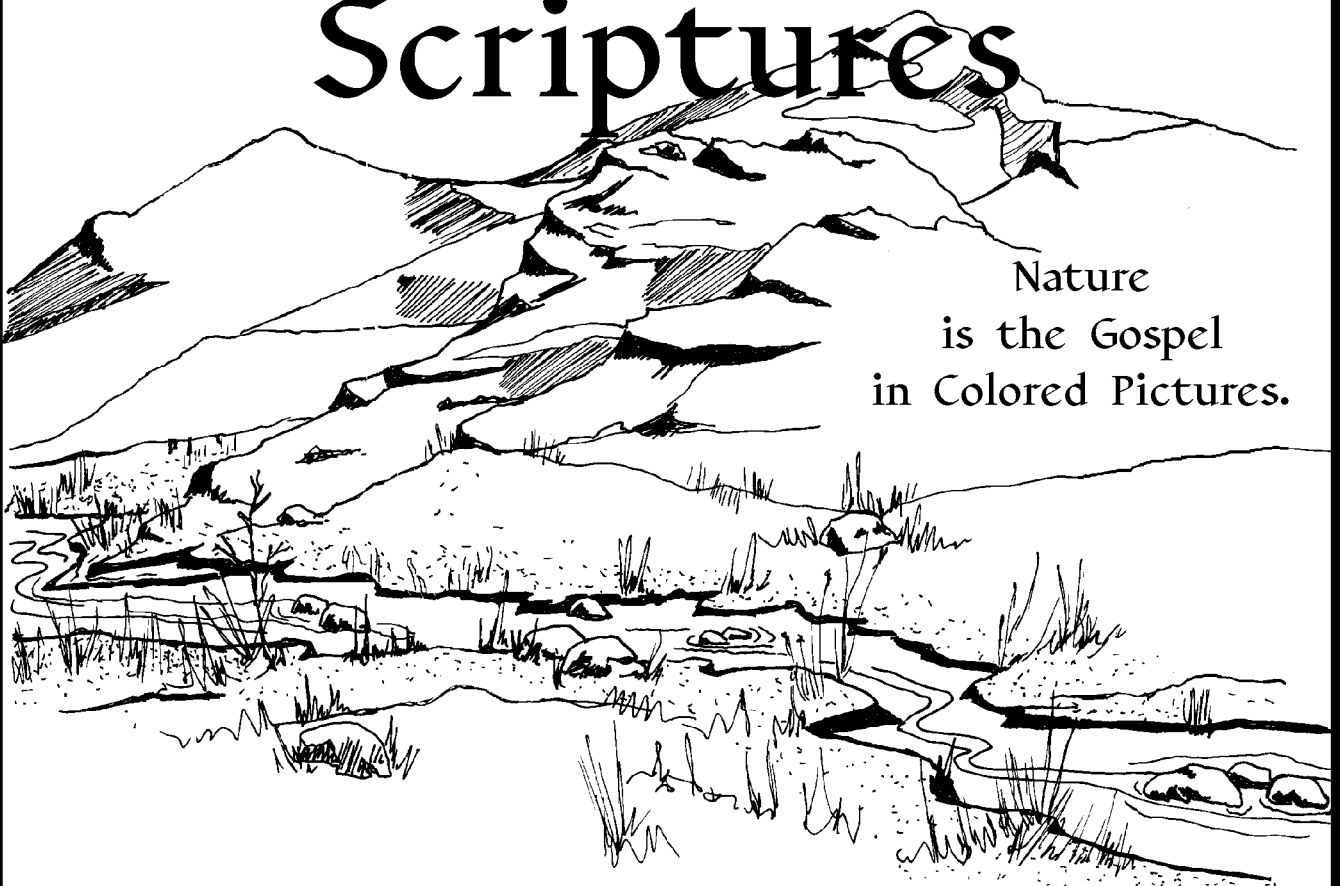
E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the “Outline of *“The Desire of all Nations”* Lesson 1.

(If you need counsel on this last assignment,
call or write SonLight.)

Teaching Nature From the Scriptures



Nature
is the Gospel
in Colored Pictures.



“But ask now the beasts, and they shall teach thee;
and the fowls of the air and they shall tell thee:

“Or speak to the earth, and it shall teach thee;
and the fishes of the sea shall declare unto thee.”

Job 12:7-8

“The heavens declare the glory of God;
and the firmament showeth his handiwork.

“Day unto day uttereth speech,
and night unto night showeth knowledge.

“There is no speech nor language,
where their voice is not heard.

“Their line is gone out through all the earth,
and their words to the end of the world.
In them hath he set a tabernacle for the sun,

“Which is as a bridegroom coming out of his chamber,
and rejoiceth as a strong man to run a race.

“His going forth is from the end of the heaven,
and his circuit unto the ends of it:
and there is nothing hid from the heat thereof.”

Psalms 19:1-6

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Teaching Nature from the Bible

“Upon all created things is seen the impress of the Deity. Nature testifies of God. The susceptible mind, brought in contact with the miracle and mystery of the universe, cannot but recognize the working of infinite power. Not by its own inherent energy does the earth produce its bounties, and year by year continue its motion around the sun. An unseen hand guides the planets in their circuit of the heavens. A mysterious life pervades all nature—a life that sustains the unnumbered worlds throughout immensity, that lies in the insect atom which floats in the summer breeze, that wings the flight of the swallow and feeds the young ravens which cry, that brings the bud to blossom and the flower to fruit.”

Where is the character of the Deity seen?

**What does nature testify of?
How?**

God guides all life!

“The same power that upholds nature, is working also in man. The same great laws that guide alike the star and the atom control human life. The laws that govern the heart’s action, regulating the flow of the current of life to the body, are the laws of the mighty Intelligence that has the jurisdiction of the soul. From Him all life proceeds. Only in harmony with Him can be found its true sphere of action. For all the objects of His creation the condition is the same—a life sustained by receiving the life of God, a life exercised in harmony with the Creator’s will. To transgress His law, physical, mental, or moral, is to place one’s self out of harmony with the universe, to introduce discord, anarchy, ruin.”

**“Only in _____
with Him can be found it’s
[life’s] true sphere of action.”
How do we place ourselves out
of harmony with the universe?**

Teaching Nature from the Bible

“To him who learns thus to interpret its teachings, all nature becomes illuminated; the world is a lesson book, life a school. The unity of man with nature and with God, the universal dominion of law, the results of transgression, cannot fail of impressing the mind and molding the character.”

“...The _____ is a lesson book, _____ a school.”

“These are lessons that our children need to learn. To the little child, not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an unfailing source of instruction and delight. The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things. The ear as yet undulled by the world’s clamor is attentive to the Voice that speaks through nature’s utterances. And for those of older years, needing continually its silent reminders of the spiritual and eternal, nature’s teaching will be no less a source of pleasure and of instruction. As the dwellers in Eden learned from nature’s pages, as Moses discerned

God’s handwriting on the Arabian plains and mountains, and the child Jesus on the hillsides of Nazareth, so the children of today may learn of Him. The unseen is illustrated by the seen. On everything upon the earth, from the loftiest tree of the forest to the lichen that clings to the rock, from the boundless ocean to the tiniest shell on the shore, they may behold the image and super-scription of God.”

Where is the best schoolroom for a young child? Why?

Who were some in the past who learned from nature’s pages?

How is the unseen illustrated?

What does all nature help us to behold?

Teaching Nature from the Bible

“So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him. Let him behold the glorious scenes painted by the great Master Artist upon the shifting canvas of the heavens, let him become acquainted with the wonders of earth and sea, let him watch the unfolding mysteries of the changing seasons, and, in all His works, learn of the Creator.”

From his earliest years where should a young child learn?

What can he behold?

“In no other way can the foundation of a true education be so firmly and surely laid. Yet even the child, as he comes in contact with nature, will see cause for perplexity. He cannot but recognize the working of antagonistic forces. It is here that nature needs an interpreter. Looking upon the evil manifest even in the natural world, all have the same sorrowful lesson to learn—

‘An enemy hath done this’
(Matthew 13:28).”

What is the best way to lay the foundation of true education?

What is observed in nature now that there is sin?

“Only in the light that shines from Calvary can nature’s teaching be read aright. Through the story of Bethlehem and the cross let it be shown how good is to conquer evil, and how every blessing that comes to us is a gift of redemption.”

What clarifies the good and evil in nature?

“In brier and thorn, in thistle and tare, is represented the evil that blights and mars. In singing bird and opening blossom, in rain and sunshine, in summer breeze and gentle dew, in ten thousand ob-

Teaching Nature from the Bible

jects in nature, from the oak of the forest to the violet that blossoms at its root, is seen the love that restores. And nature still speaks to us of God's goodness."

What represents the evil that destroys in nature? Give several examples.

What represents the good that restores?

What does all nature speak to us of?

‘I know the thoughts
that I think toward you,
saith the Lord,
thoughts of peace,
and not of evil’
(Jeremiah 29:11).

“This is the message that, in the light from the cross, may be read upon all the face of nature. The heavens declare His glory, and the earth is full of His riches.” (*Education* 99-101)

A Promise for Us:

“We may expect the presence of the heavenly teacher. We may see the Spirit of the Lord diffused as in the schools of the prophets, and every object partake of a divine consecration. Science will then be, as she was to Daniel, the handmaid of religion; and every effort, from first to last, will tend to the salvation of man, soul, body, and spirit, and the glory of God through Christ.” (*Signs of the Times* 6-22-1882)

The Bible
is the written Word,
and Nature is
the illustrated Word
or picture book.



See the SonLight Nature series
of school lessons
in the 2-8 program
from *The Desire of All Nations*.

Do the Following:

1. Listen to the CD, "Teaching Nature From the Bible."
2. Read through the school lesson entitled, "What is Nature?" See Lesson 1 of *"The Desire of all Nations"* Lessons.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the "Teacher's Section" of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called "Schedule, The Classroom, Order, and Records."
Re-read the page entitled, "Parent Planner."

D. Put your child in Place I, II, or III and decide what you would teach him out of the Nature Lesson. Write out a teacher's plan.

E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the "Outline of *"The Desire of all Nations"* Lesson 1.

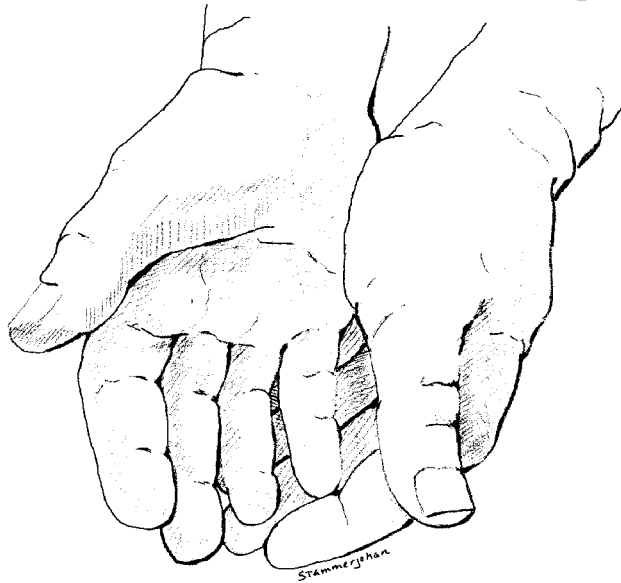
(If you need counsel on this last assignment, call or write SonLight.)

I Sing the Mighty Power

I sing the mighty power of God, That made the mountains rise,
That spread the flowing seas abroad, And built the lofty skies;
I sing the wisdom that ordained The sun to rule the day;
The moon shines full at His command, And all the stars obey.

I sing the goodness of the Lord, That filled the earth with food;
He formed creatures with His word, And then pronounced them good.
Lord, how Thy wonders are displayed Wher-e'er I turn my eyes!
If I survey the ground I tread, Or gaze upon the sky!

There's not a plant or flower below But makes Thy glories known;
And clouds arise, and tempests blow, By order from Thy throne.
Creatures that borrow life from Thee Are subject to Thy care;
There's not a place where we can flee But God is present there.



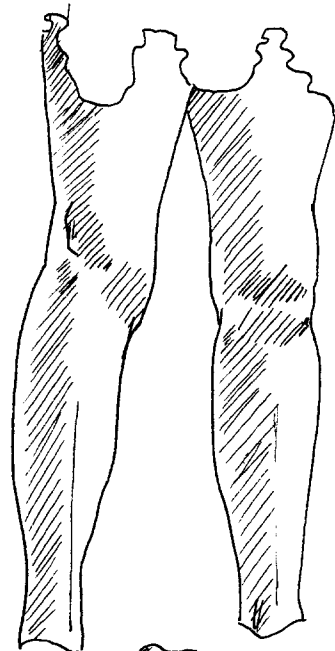
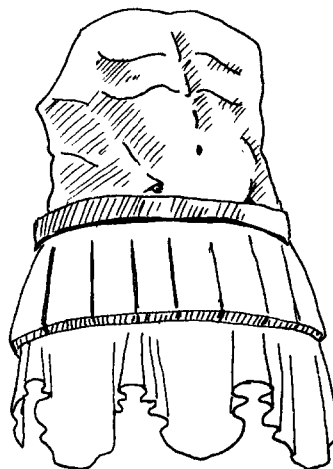
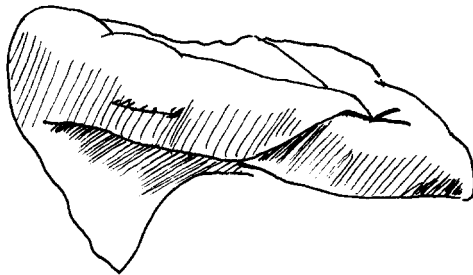
Teaching H/G/P

(History, Geography, Prophecy)



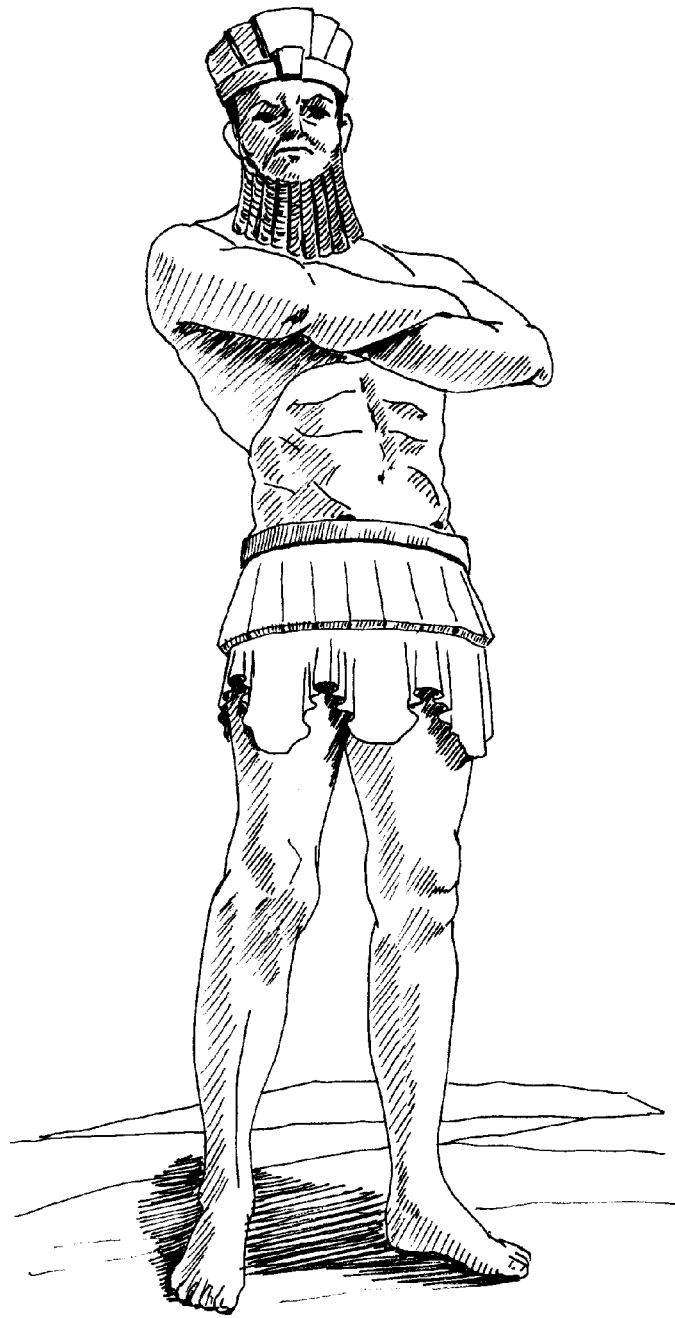
From the Scriptures

H/G/P is the Gospel in Motion.



"For what saith the Scripture?..."

Romans 4:3



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SonLight

Teaching History/Geography/Prophecy from the Bible

“As with language, so with every other study; it may be so conducted that it will tend to the strengthening and upbuilding of character.

“Of no study is this true to a greater degree than of history. Let it be considered from the divine point of view.”

How should history be studied?

“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.”

In what way does the world teach history?

What can be the results of teaching history this way?

“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.”

What book gives light to the study of history?

“Such study will give broad, comprehensive views of life. It will help the youth to understand something of its relations and dependencies, how wonderfully we are bound

Teaching History/Geography/Prophecy from the Bible

together in the great brotherhood of society and nations, and to how great an extent the oppression or degradation of one member means loss to all.” (*Education* 238)

What will such study do?

“The Bible is the most ancient and the most comprehensive history that men possess. It came fresh from the fountain of eternal truth, and throughout the ages a divine hand has preserved its purity. It lights up the far-distant past, where human research in vain seeks to penetrate. In God’s word only do we behold the power that laid the foundations of the earth and that stretched out the heavens. Here only do we find an authentic account of the origin of nations. Here only is given a history of our race unsullied by human pride or prejudice.”

What is the very best history book?

“Here only do we find an _____ account of the origin of nations. Here only is given a _____ of our race unsullied by human _____ or _____.”

“In the annals of human history the growth of nations, the rise and fall of empires, appear as dependent on the will and prowess of man. The shaping of events seems, to a great degree, to be determined by his power, ambition, or caprice. But in the word of God the curtain is drawn aside, and we behold, behind, above, and through all the play and counterplay of human interests and power and passions, the agencies of the all-merciful One, silently, patiently working out the counsels of His own will.” (*Education* 173)

How does man depict history and how does God show true history?

What is the purpose of true history?

Teaching History/Geography/Prophecy from the Bible

“In the word of God only is this clearly set forth. Here it is shown that the strength of nations, as of individuals, is not found in the opportunities or facilities that appear to make them invincible; it is not found in their boasted greatness. It is measured by the fidelity with which they fulfill God’s purpose.”
(*Education* 175)

How are nations measured by God?

“It is these great truths that old and young need to learn. We need to study the working out of God’s purpose in the history of nations and in the revelation of things to come, that we may estimate at their true value things seen and things unseen; that we may learn what is the true aim of life; that, viewing the things of time in the light of eternity, we may put them to their truest and noblest use. Thus, learning here the principles of His kingdom and becoming its subjects and citizens, we may be prepared at His coming to enter with Him into its possession.”

Why do we need to study the working out of God’s purposes in the history of nations, and prophecy?

“The day is at hand. For the lessons to be learned, the work to be done, the transformation of character to be effected, the time remaining is but too brief a span.

‘Behold,
they of the house of Israel say,
The vision that he seeth
is for many days to come,
and he prophesieth
of the times that are far off.
Therefore say unto them,
Thus saith the Lord God;
There shall none of my words
be prolonged any more,
but the word which
I have spoken shall be done,
saith the Lord God’
(Ezekiel 12:27-28).”

(*Education* 184)

Teaching History/Geography/Prophecy from the Bible

History from the Bible
teaches us about God's purposes in the past.

Geography from the Bible
teaches us about people and places in the past,
present, and future,
and God's design in the land and water of the earth.

Prophecy from the Bible
shows us the final working out of God's purposes
in the future.

Three books by S.N. Haskell you might like to read:

The Cross and its Shadow (Lessons in the Sanctuary)
The Story of Daniel the Prophet (Lessons from the book of Daniel)
The Story of the Seer of Patmos (Lessons from the book of Revelation)

There are study guides for each book.

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Do the Following:

1. Listen to the CDs, “Teaching H/G/P From the Bible.”
2. Read through the school lesson entitled, “What is H/G/P?” See Lesson 1 of *“The Desire of all Nations”* Lessons.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the “Teacher’s Section” of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called “Schedule, The Classroom, Order, and Records.”
Re-read the page entitled, “Parent Planner.”

D. Put your child in Place I, II, or III and decide what you would teach him out of the H/G/P Lesson. Write out a teacher’s plan.

E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the “Outline of *“The Desire of all Nations”* Lesson 1.

(If you need counsel on this last assignment, call or write SonLight.)

Look For the Waymarks

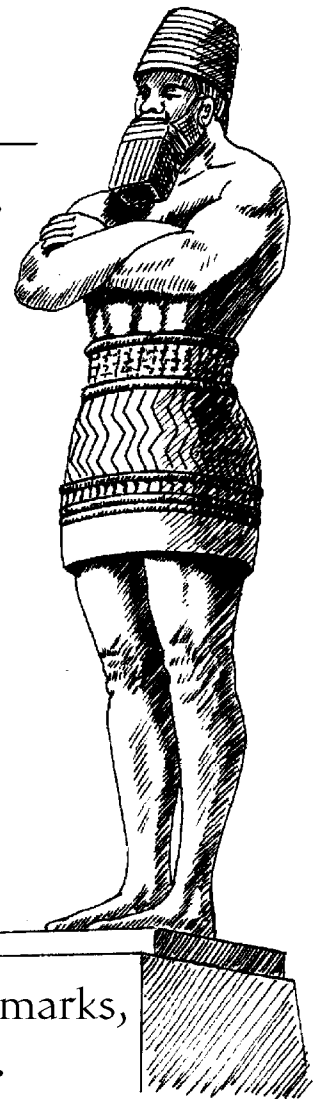
Look for the waymarks as you journey on,
Look for the waymarks, passing one by one;
Down through the ages, past the kingdoms four—
Where are we standing? Look the waymarks o'er.

First, the Assyrian kingdom ruled the world,
Then Medo-Persia's banners were unfurled;
And after Greece held universal sway,
Rome seized the scepter—
Where are we today?

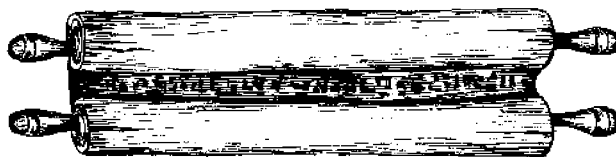
Down in the feet of iron and of clay,
Weak and divided, soon to pass away;
What will the next great, glorious drama be?
Christ and His coming, And eternity.

Chorus:

Look for the waymarks, the great prophetic waymarks,
Down through the ages, past the kingdoms four.
Look for the waymarks, the great prophetic waymarks;
The journey's almost o'er.



“In the word of God only is this [History]
clearly set forth.”



Teaching Language and Voice From the Scriptures

Language is the Gospel in Word Development.
Voice is the Gospel in Expression.



“But let your communication be, Yea, yea; Nay, nay:
for whatsoever is more than these cometh of evil.”

Matthew 5:37

“When I therefore was thus minded, did I use lightness?
or the things that I purpose,
do I purpose according to the flesh,
that with me there should be yea, yea, and nay, nay?

“But as God is true,
our word toward you was not yea and nay.”
II Corinthians 1:17-18

“Let your speech be always with grace, and seasoned with
salt, that ye may know how ye ought to answer every man.”
Colossians 4:6

“But above all things, my brethren, swear not, neither by
heaven, neither by the earth, neither by any other oath: but
let your yea be yea; and your nay, nay; lest ye fall into con-
demnation.”
James 5:12



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Teaching Language and Voice from the Bible

“And in every branch of education there are objects of education gained more important than those secured by mere technical knowledge. Take language, for example. More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one’s own mother tongue with ease and accuracy; but no training gained through a knowledge of grammatical rules can compare in importance with the study of language from a higher point of view. With this study, to a great degree, is bound up life’s weal or woe.”

What is more important than learning a foreign language?

What is Language study from a higher point of view? (You may need to read this entire section before answering).

“The chief requisite of language is that it be pure and kind and true

‘the outward expression
of an inward grace.’

God says:

‘Whatsoever things are true,
whatsoever things are honest,
whatsoever things are just,
whatsoever things are pure,
whatsoever things are lovely,
whatsoever things
are of good report;
if there be any virtue,
and if there be any praise,
think on these things’
(Philippians 4:8).

And if such are the thoughts, such will be the expression.”

What is the chief requirement of language?

**“And if such are the _____,
such will be the _____.”**

“The best school for this language study is the home; but since the work of the home is so often neglected, it devolves on the teacher to aid his pupils in forming right habits of speech.”

Where is the best school for language study?

Teaching Language and Voice from the Bible

What is the student to learn in his language school?

“The teacher can do much to discourage that evil habit, the curse of the community, the neighborhood, and the home—the habit of backbiting, gossip, ungenerous criticism. In this no pains should be spared. Impress upon the students the fact that this habit reveals a lack of culture and refinement and of true goodness of heart; it unfits one both for the society of the truly cultured and refined in this world and for association with the holy ones of heaven.”

What is the curse of our society?

What does this habit (curse of our society) reveal?

Whose society does this habit unfit one for?

“We think with horror of the cannibal who feasts on the still warm and trembling flesh of his victim; but are the results of even this practice more terrible than are the agony and ruin caused by misrepresenting motive, blackening reputation, dissecting character? Let the children, and the youth as well, learn what God says about these things:

‘Death and life are
in the power of the tongue’
(Proverbs 18:21).”

What is gossiping likened to?

“In Scripture, backbiters are classed with *‘haters of God,’* with *‘inventors of evil things,’* with those who are *‘without natural affection, implacable, unmerciful,’* *‘full of envy, murder, debate, deceit, malignity.’* It is *‘the judgment of God, that they which commit such things are worthy of death’* (Romans 1:30-31, 29, 32).



Teaching Language and Voice from the Bible

He whom God accounts a citizen
of Zion is he that

‘speaketh the truth in his heart;’
‘that backbiteth not
with his tongue,’
‘nor taketh up a reproach
against his neighbor’
(Psalm 15:2-3).”

**Backbiters are classed with
what type of people?**

**Citizens of Zion are classed with
what type of people?**

“God’s word condemns also the
use of those meaningless phrases
and expletives that border on pro-
fanity. It condemns the deceptive
compliments, the evasions of truth,
the exaggerations, the misrepresen-
tations in trade, that are current in
society and in the business world.

‘Let your speech be,
Yea, yea; Nay, nay:
and whatsoever
is more than these
is of the evil one’
(Matthew 5:37, R.V.).”

Define the following words and give
examples:

- Meaningless Phrases
- Expletives
- Deceptive Compliments
- Evasions of truth
- Exaggerations
- Misrepresentation in Trade

Teaching Language and Voice from the Bible

What should our speech be today?

‘As a madman
who casteth firebrands,
arrows, and death,
so is the man
that deceiveth his neighbor,
and saith, Am not I in sport?’
(Proverbs 26:18-19).

“Closely allied to gossip is the covert insinuation, the sly innuendo, by which the unclean in heart seek to insinuate the evil they dare not openly express. Every approach to these practices the youth should be taught to shun as they would shun the leprosy.”

What are the friends that are allied with gossip? Define these and give examples.

How should we treat gossip, covert insinuations, and sly innuendos?

What is leprosy, and how completely must it be shunned?

“In the use of language there is perhaps no error that old and young are more ready to pass over lightly in themselves than hasty, impatient speech. They think it a sufficient excuse to plead, ‘I was off my guard, and did not really mean what I said.’ But God’s word does not treat it lightly. The Scripture says:

‘Seest thou a man
that is hasty in his words?
there is more hope of a fool
than of him’
(Proverbs 29:20).

“ ‘He that hath no rule
over his own spirit
is like a city that is broken down,
and without walls’
(Proverbs 25:28).”

What error do old and young pass over lightly in themselves?

Teaching Language and Voice from the Bible

“In one moment, by the hasty, passionate, careless tongue, may be wrought evil that a whole lifetime’s repentance cannot undo. Oh, the hearts that are broken, the friends estranged, the lives wrecked, by the harsh, hasty words of those who might have brought help and healing!

‘There is that speaketh
like the piercings of a sword:
but the tongue of the wise
is health’
(Proverbs 12:18).

“One of the characteristics that should be especially cherished and cultivated in every child is that self-forgetfulness which imparts to the life such an unconscious grace. Of all excellencies of character this is one of the most beautiful, and for every true lifework it is one of the qualifications most essential.”

What character quality that is most essential should be cultivated in every child?

“Children need appreciation, sympathy, and encouragement, but care should be taken not to foster in them a love of praise. It is not wise to give them special notice, or to repeat before them their clever sayings. The parent or teacher who keeps in view the true ideal of character and the possibilities of achievement, cannot cherish or encourage self-sufficiency. He will not encourage in the youth the desire or effort to display their ability or proficiency. He who looks higher than himself will be humble; yet he will possess a dignity that is not abashed or disconcerted by outward display or human greatness.”

How can a teacher be wise in his/her language?

“It is not by arbitrary law or rule that the graces of character are developed. It is by dwelling in the atmosphere of the pure, the noble, the true. And wherever there is purity of heart and nobleness of character, it will be revealed in purity and nobleness of action and of speech.”

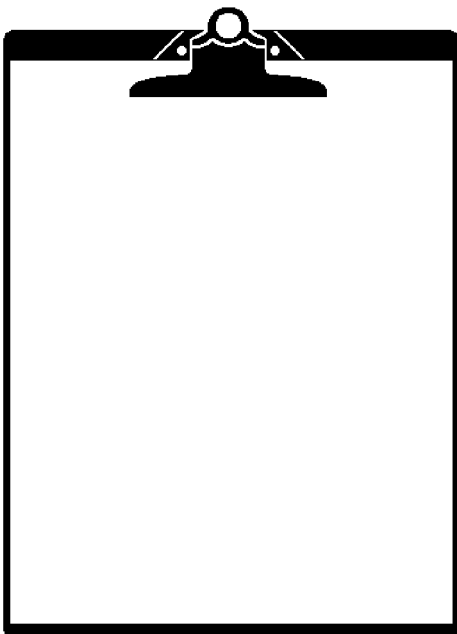
Teaching Language and Voice from the Bible

How are the graces of character developed?

“ ‘He that loveth pureness
of heart,
for the grace of his lips
the King shall be his friend’
(Proverbs 22:11).

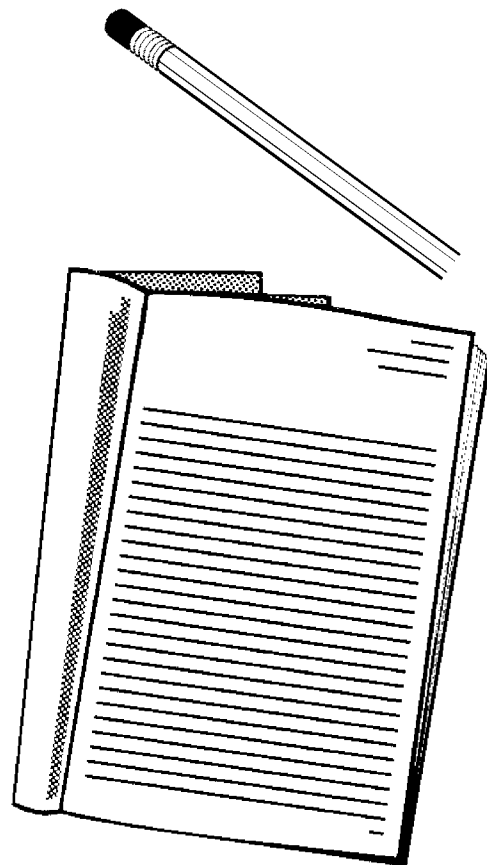
“As with language, so with every
other study; it may be so conducted
that it will tend to the strengthen-
ing and upbuilding of character. ”
(*Education* 234-238)

**What should academic language
study ultimately do?**



Language and Voice
from the Bible
teaches proper
communication skills
in speaking, reading,
writing, listening,
and pure language.

**See the Language and Voice
Lessons from:
SonLight Education Ministry.**



Do the Following:

1. Read the book, *Spelling From the Scriptures*.
2. Read through the school lesson entitled, "What is Language?" and "What is Voice?"
See Lesson 1 of *"The Desire of all Nations" Lessons*.

Remember: A. The lesson is written for a multilevel classroom.

B. First read the "Teacher's Section" of the lesson.

C. Look back at the section in your earlier Ten Principle lessons called "Schedule, The Classroom, Order, and Records."
Re-read the page entitled, "Parent Planner."

D. Put your child in Place I, II, or III and decide what you would teach him out of the Language and Voice Lessons. Write out a teacher's plan.

E. Keep the copy of your lesson plan with this course to refer back to if needed in the future. See the "Outline of *"The Desire of all Nations" Lesson 1*.

(If you need counsel on this last assignment, call or write SonLight.)

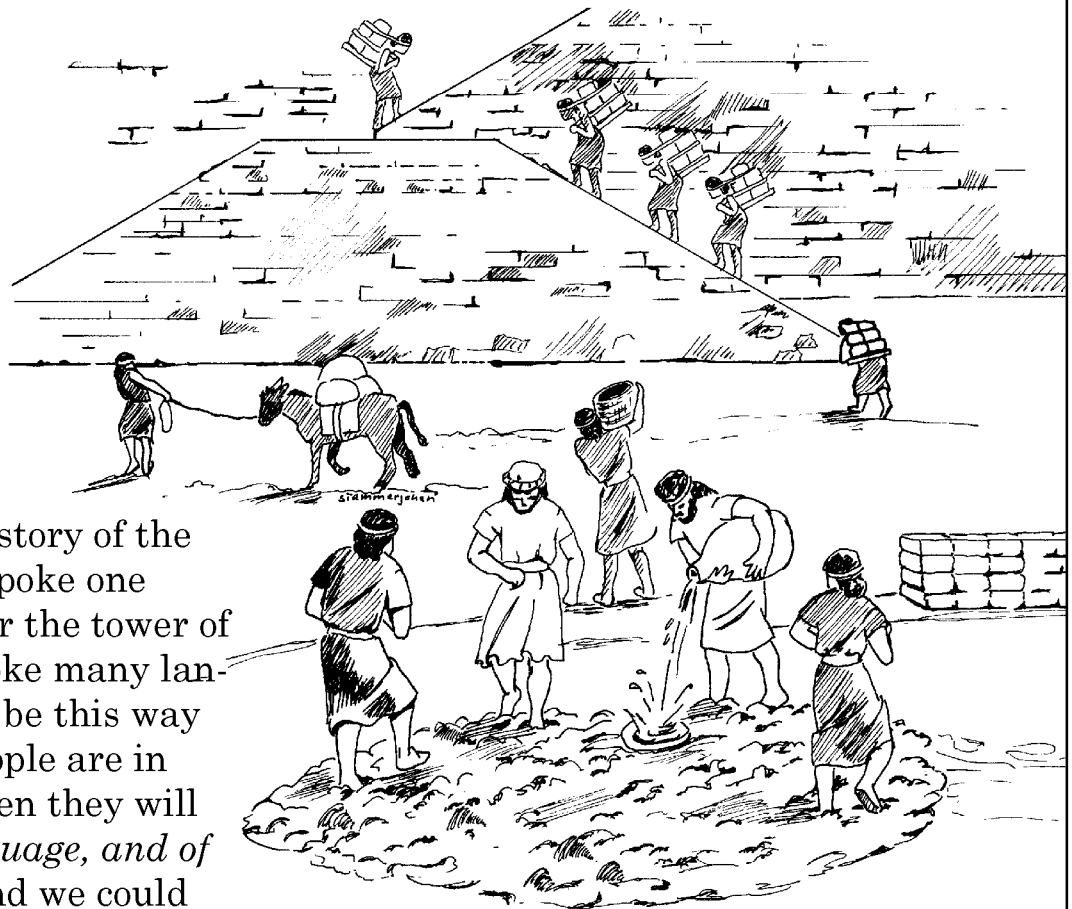
One Language

“And the whole earth was of one language,
and of one speech.”

“Go to, let us go down, and there confound their language,
that they may not understand one another’s speech.”

“Therefore is the name of it called Babel;
because the LORD did there confound the language
of all the earth:
and from thence did the LORD scatter them abroad
upon the face of all the earth.”

Genesis 11:1, 7, 9



In the early history of the world people spoke one language. After the tower of Babel they spoke many languages. It will be this way until God’s people are in heaven and then they will be “*of one language, and of one speech,*” and we could say “*of One Spirit!*”

Academic Subjects From The Bible Review

Bible	Subjects
<p>“But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.” Matthew 5:37</p> <p>“Whoso is wise, and will observe these things, even they shall understand the lovingkindness of the Lord.” Psalm 107:43</p> <p>“For ever, O Lord, thy word is settled in heaven.” Psalm 119:89</p>	<p style="text-align: center;">Language and Voice</p> <p>Language is to teach the student proper communication skills in speaking, reading, writing, and listening. He then can be a witness of God’s character.</p> <p style="text-align: center;">Nature</p> <p>Nature is to show the student a physical representation of God’s character. It is the written word visualized in the natural sciences.</p> <p style="text-align: center;">Mathematics</p> <p>Mathematics helps the student see the laws of the physical world in which we live and the laws that govern it. It reminds him of the unchanging moral law (Ten Commandments), a transcript of God’s character.</p>

Academic Subjects From The Bible Review

Bible	Subjects
<p style="text-align: center;">“Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth.” III John 2</p> <p style="text-align: center;">“Remember his marvellous works that he hath done, his wonders, and the judgments of his mouth.” I Chronicles 16:12</p> <p style="text-align: center;">“I will walk before the Lord in the land of the living.” Psalm 116:9</p> <p style="text-align: center;">“Surely the Lord God will do nothing, but he revealeth his secret unto his servants the prophets.” Amos 3:7</p>	<p style="text-align: center;">Health</p> <p style="text-align: center;">Health is to teach the student the laws of his being; how Jesus wants to heal us physically, mental- ly, and spiritually that each might become a perfect representation of God’s character.</p> <p style="text-align: center;">History/Geography/ Prophecy</p> <p style="text-align: center;">History will teach the student of God’s dealings with man in the past.</p> <p style="text-align: center;">Geography teaches him about places of the past, present, and future, and God’s design in the land and water of planet earth.</p> <p style="text-align: center;">Prophecy helps the student know what to expect in the future.</p>

Academic Subjects From The Bible Review

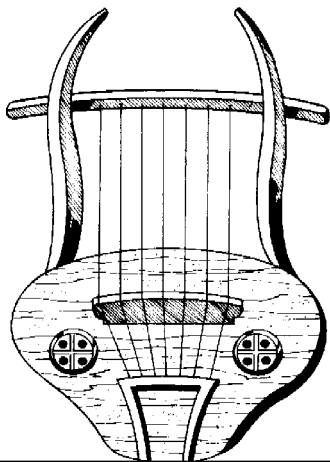
Bible

“We have also
a more sure word of prophecy;
whereunto ye do well
that ye take heed,
as unto a light that shineth
in a dark place,
until the day dawn,
and the day star arise
in your hearts.”

II Peter 1:19

“Praise the Lord with harp:
sing unto him with the psaltery
and an instrument
of ten strings.”

Psalms 33:2



Subjects

These subjects give a clearer
picture of God's character.



Music

The student will learn to
praise God in prayer, song, and
instruments of music as he walks
through this life developing a
character like God's.



A Summary of Contrasts Between

True Education	False Education
<p>Characteristics</p> <p>(1) “From above” heavenly</p> <p>(2) “Pure”</p> <p>(3) “Peaceable”</p> <p>(4) “Gentle, easy to be entreated”</p> <p>(5) “Full of mercy and good fruits”</p> <p>(6) “Without partiality”</p> <p>(7) “Without hypocrisy” (James 3:17)</p> <p>True education is “<i>Clean provender which hath been winnowed</i>” thoroughly from error and infidel sentiments, methods, and principles (Isaiah 30:24; Proverbs 19:27).</p>	<p>Characteristics</p> <p>(1) “Earthly”</p> <p>(2) “Sensual”</p> <p>(3) “Devilish”</p> <p>(4) “Bitter envying”</p> <p>(5) “Strife in your hearts”</p> <p>(6) “Confusion”</p> <p>(7) “Every evil work” (James 3:14-16)</p> <p>False education is a confusing mixture of chaff and wheat. And non-Biblical standards are woven into classical literature, and, in some cases into “Christian” textbooks (Jeremiah 23:28).</p>
<p>Goals</p> <ul style="list-style-type: none"> • It brings glory to God by restoring the image of God in the soul (Romans 8:29); and a preparation for the school above. “<i>Nor of men sought we glory...</i>” (I Thessalonians 2:6). 	<p>Goals</p> <ul style="list-style-type: none"> • It brings glory to self and to win the approbation of man and the luxuries of this life. “<i>Let us make us a name</i>” (Genesis 11:4; Galatians 6:3).

True Education	False Education
<p style="text-align: center;">Goals continued</p> <ul style="list-style-type: none"> • It produces healthy, well-rounded spiritual, mental, and physical development (III John 2). • It develops sacrificial service for God and others (Matthew 20:28). • Virtue is the measure of true greatness (Matthew 5:19). <i>“Them that honour me I will honour”</i> (I Samuel 2:30). • An organized personality; a supreme purpose controls all parts of the life. Chooses lines that will accomplish God’s purposes (Psalm 16:11; 119:133). 	<p style="text-align: center;">Goals continued</p> <ul style="list-style-type: none"> • The spiritual development is neglected. Physical health may be sacrificed for intellectual pursuits in the process of getting a degree. • It causes ambition, self-interest; self-seeking acquirement; contentment with either physical or intellectual greatness (Proverbs 29:25; Habakkuk 2:4). • Degrees and titles entitle one to recognition; regardless of character (John 5:44). <i>“Verily...they have their reward”</i> (Matthew 6:2). • It produces a disorganized personality; does not consider ultimate consequences, but thinks rather of short-term consequences to himself and has a lack of values integration in private and business life.
<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • God’s word is the primary source of wisdom and knowledge. Students become thinkers as they apply God’s principles in everything (Psalm 111:10; II Timothy 2:7). 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Men are looked to as authorities in knowledge. Students become mere reflectors of other men’s thoughts (Proverbs 14:12; Isaiah 2:22).

True Education	False Education
<p data-bbox="267 315 690 357">Knowledge continued</p> <ul data-bbox="162 409 779 1470" style="list-style-type: none"> • The highest means of enlightening the mind is faith and humility and dependence upon God. These are thus fostered (Colossians 2:3). Faith and obedience to the word, and prayer are the conditions of receiving wisdom (Proverbs 2:1-7; 9:10; Hebrew 11:6). Virtue is a prerequisite to the highest of knowledge (II Peter 1:5; James 3:13; I Corinthians 8:1-2). • Emphasis on principles; meditation on the principles of God's Word gives success (Joshua 1:8; Psalm 1:2; I Timothy 4:15). • Academic subjects are not studied until 8-10 years of age. Prior to that, nature and the great outdoors plus the Bible should be the textbooks (Isaiah 11:8). 	<p data-bbox="933 315 1356 357">Knowledge continued</p> <ul data-bbox="828 409 1445 1564" style="list-style-type: none"> • The door to knowledge is human reasoning. The tendency is to develop a spirit of investigation and proof. The student is led to have too much confidence in the finality of their own judgment. Self-conceit is thus cultivated because the student thinks they can acquire knowledge and achieve success without divine aid (Isaiah 5:21; I Corinthians 8:1). Human logic has often nearly quenched the light which God would have stand forth in clear rays. • It exalts details, and majors in minors, with more emphasis on rules than principles (Romans 3:11). • Academic material is forced upon the child before the eyes and brain are ready. The excessive use of an immature organ arrests its development by diverting the energy which should be appropriated to its growth, and consuming it in work.
<p data-bbox="397 1648 560 1690">Methods</p> <ul data-bbox="162 1743 747 1827" style="list-style-type: none"> • Cooperation. The older students assist the younger (Romans 15:1). 	<p data-bbox="1063 1648 1226 1690">Methods</p> <ul data-bbox="828 1743 1071 1785" style="list-style-type: none"> • Competition.

True Education	False Education
<p style="text-align: center;">Methods continued</p> <ul style="list-style-type: none"> • Schedule: True education is a life-process (Deuteronomy 6:7). • Jesus' methods of instruction varied to suit the needs of people and situations. They included such things as practical projects, lecturing, the question-and-answer method, story-telling, and excursions • Interdisciplinary approach. Unity of principles harmonizes the spiritual and physical world (I Corinthians 2:13). 	<p style="text-align: center;">Methods continued</p> <ul style="list-style-type: none"> • Schedule: Education is confined to set hours with definite limits. One goes to school for a certain number of years. • False education uses some of God's methods, but with an evil twist. (Example: stories that are not true.) • Fragmented approach subjects are not related to one common theme, principle, or project. Thought is not stimulated deeply because the connecting principles that underlie different subjects are not discerned clearly (Daniel 12:10).
<p style="text-align: center;">Practical</p> <ul style="list-style-type: none"> • Living knowledge of things (Job 12:7-8; Proverbs 6:6). • "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." (<i>The Ministry of Healing</i> 448). 	<p style="text-align: center;">Practical</p> <ul style="list-style-type: none"> • Dead knowledge of words. • The student becomes a mental dyspeptic by being crammed with much that he cannot use.

True Education	False Education
<p style="text-align: center;">Practical continued</p> <ul style="list-style-type: none"> • It deals with live problems which call for activity as well as thought. “Higher education is an experimental knowledge of the plan of salvation.” (<i>Counsels to Teachers</i> 11) • Students are educated to see and hear, to think, to apply (Isaiah 40:26). • Practical subjects are appropriate editions to the basic curriculum; useful toward obtaining a livelihood and for the nation toward developing its industries. Students early learn responsibility in this way (I Samuel 16:11). • The practical setting of the home offers the greatest learning readiness times (Deuteronomy 6:7). • Agriculture is the ABC’s of education (Genesis 2:8). • Facts are reduced to practice in solving the actual problems of life. Learning is related to the efforts of the individual to adjust to his environment by reacting to particular situations. 	<p style="text-align: center;">Practical continued</p> <ul style="list-style-type: none"> • False education is derived chiefly from books and leads to superficial thinking (Isaiah 5:21). • Methods of instruction are impractical, formal, and mechanical. Memory work is exalted. • Provides an overdose of book work or mental training; and industrial work is considered degrading. • The setting is too artificial to create learning in a natural, practical way. • Mental exertion is not balanced with useful, healthful, physical labor outdoors. • Role learning is emphasized. Facts are drilled into the mind, rather than retained through use.

True Education	False Education
<p style="text-align: center;">Practical continued</p> <ul style="list-style-type: none"> • Many skills are developed as the family works as a unit. Learning new skills continues throughout life (I Thessalonians 4:11). 	<p style="text-align: center;">Practical continued</p> <ul style="list-style-type: none"> • There is specialization in vocation to the extent that there may be dependency upon government support when laid off work.
<p style="text-align: center;">Results</p> <ul style="list-style-type: none"> • It results in contentment, peace, usefulness (John 4:34). Salvation is taught by engrafting God's word (James 1:21). Piety of will, intellect, and affections. • Incentives: joy of serving others and pleasing God (Hebrews 11:5). • It seeks the accreditation of heaven. Only God can provide the appropriate credit for a person's thoughts, activities, and attitudes (I Corinthians 3:8). • Creative people or students become thinkers and develop discernment (Psalm 119:104). 	<p style="text-align: center;">Results</p> <ul style="list-style-type: none"> • Strife, rivalry, stress causes related physical and emotional problems due to the competition at school and work. The result is leanness of soul (Psalm 106:15). • Emulation is appealed to and offers incentives, prizes, rewards, credits, and honors of men. (I Thessalonians 2:6; I Corinthians 3:3). • Seeking human approval can cause the loss of God's approbation (Matthew 6:2, 5, 16). The value of human credits and degrees is based upon scarcity (I Corinthians 3:19). • Students become mere reflectors of other men's thoughts and dependent thinking is developed, plus the assembly-line mentality. The formal abstract way of teaching tends to conservatism and mental subjugation—"these have one mind" (Revelation 17:13).

True Education	False Education
<p style="text-align: center;">Results continued</p> <ul style="list-style-type: none"> • <i>“Blessed above all people”</i> in health, true riches, and wisdom (Deuteronomy 7:12-26). • They become non-conformist, with individuality. True education recognizes individual needs and callings (John 21:21). • The ministry and abilities that God has given to an individual become apparent to others (Acts 13:2-3). God gives credentials (Luke 20:8). • The student seeks a life purpose from God. <i>“Lord, what wilt thou have me to do?”</i> (Acts 9:6). <i>“Wist ye not that I must be about my father’s business?”</i> (Luke 2:49). <i>“I have glorified thee on the earth: I have finished the work which thou gavest me to do”</i> (John 17:4). • Ability to be self-supporting and to set different goals than those of the group (II Corinthians 11:9; Daniel 1:17, 20). 	<p style="text-align: center;">Results continued</p> <ul style="list-style-type: none"> • Sons and daughters are <i>“sacrificed unto the idols of Canaan”</i> (Psalm 106:35-38). • Innovation is rare, students are dealt with in mass and are all put through the prescribed course. This destroys independence and originality (Jeremiah 8:9). • Educational monopoly and hierarchy results in people becoming pawns in leaders’ hands. No one is allowed to teach, preach, or do anything of importance without first finishing a course and receiving a degree. • The student decides upon a vocation using their own reasoning or with the help of career tests and guidance counselors (Psalm 81:12). • Non-conformist and creative people seldom get in positions of leadership within the system. Students’ spend years in school as consumers of ideas, not creators, and conform to requirements for graduation or promotion.

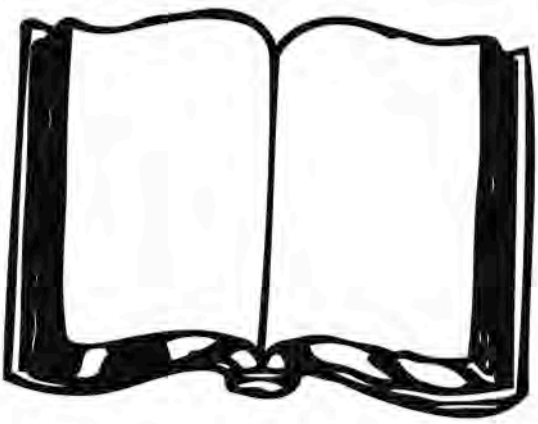
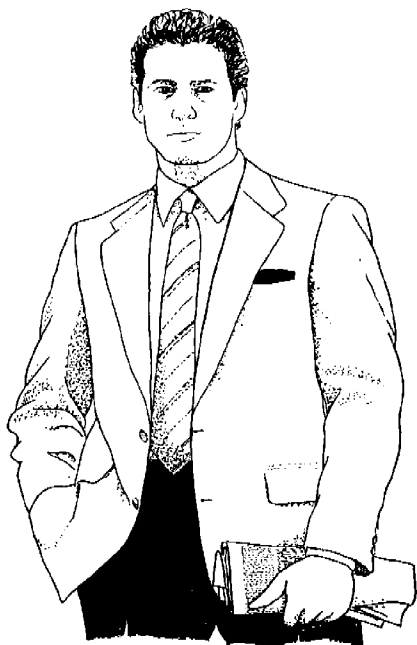
True Education	False Education
<p style="text-align: center;">Results continued</p> <ul style="list-style-type: none"> • Children properly trained in the home have the social skills to relate respectfully in the home and in society (I Timothy 5:1-2). • Children become spiritual leaders because the spiritual predominates in their education. If their education should descend to the merely mental or physical level, it would lose its power to lead (I Timothy 4:12; Romans 12:2). • Responsible citizens and a stronger society are the results of God's kind of education (Psalm 144:12). • Sense of moral responsibility developed before the teen years (Psalm 144:12; Luke 2:40-52). • The preparation for the life calling on earth is also a preparation for ministry in heaven. A knowledge of the divine truth enables man better to perform the duties of daily life. 	<p style="text-align: center;">Results continued</p> <ul style="list-style-type: none"> • The age group segregation, limits proper socialization opportunities. The older more mature examples are missing. • Mental and physical, but not spiritual education, results in children becoming conformers. • As the educational responsibility has shifted away from the home, society, based upon strong families, is crumbling. • The teen years are often a time when moral responsibility is scoffed at. • The eternal preparation is not considered; the life calling is missed (I Corinthians 2:14).

True Education	False Education
<p style="text-align: center;">Setting</p> <ul style="list-style-type: none"> • The ideal setting is the garden or outdoor classroom (Genesis 3:8). • True education means decentralization. It exalts God and His works; it is a return to God's way of doing things. It lends itself to a country setting (Genesis 19:15). • Christ's method is to harmonize the setting and the instruction. He taught the lesson of the living water at the well (John 4:7-10). • True education is not formal or routine in character. It is family-centered. The family works together, learns together, and worships together (Luke 1:17). Life centers in the home. • God designed the home to be a school (Deuteronomy 6:7). • The homeschool is an environment protected from the influence of evil people (Proverbs 1:10-19; Proverbs 13:20). 	<p style="text-align: center;">Setting</p> <ul style="list-style-type: none"> • Teaching is done largely indoors. • False education means centralization. It exalts man, his ideas, and his ways. It is artificial rather than natural, and is best worked out in the city. • Generally, lessons are taught from books in a setting detached from the actual thing being studied. • Life is built around the school. Children are separated from the home for formal education in nursery schools, kindergartens, elementary, high schools and academies. Fragmentation of life results from family members going in different directions, even at church. • The classroom school is the formal setting. • Rebels often become leaders in a peer structured group.

True Education	False Education
<p style="text-align: center;">Setting continued</p> <ul style="list-style-type: none"> • Two hours of home school education is equal to six hours of school teaching. God's way is the most efficient (Psalm 90:12). "...<i>Much study is a weariness of the flesh</i>" (Ecclesiastes 12:12). 	<p style="text-align: center;">Setting continued</p> <ul style="list-style-type: none"> • Much time that could be used in learning is lost.
<p style="text-align: center;">Subjects</p> <ul style="list-style-type: none"> • God's Word and works are the primary subjects (Psalm 143:5, 8, 10). • God's Word is used to illustrate the academic subjects. The Bible is the foundation of all that is studied. It is not sufficient to sandwich in a little Bible and flavor teachings with some religious instruction (Psalm 119:130). • Fine Arts is the efforts of man to reproduce the beautiful and true in architecture, painting, etc. (Psalm 68:29; I Corinthians 10:31). • Health – God's laws written in the body are studied, and also how to care for the body temple, that there might be discernment to hear the voice of God and strength to serve Him. Mental, physical, and 	<p style="text-align: center;">Subjects</p> <ul style="list-style-type: none"> • In the world's way there is conformity to what they consider important in education with emphasis on mathematics and science (Colossians 2:8). • If the Bible is studied at all, it is not studied as the foundation of all academics, but is treated as a separate subject. • Fine Arts is self-expression in art and is encouraged (including the negative and chaotic). • Health – Hygienic health principles from God's Word are not studied. The idea that the body temple belongs to God is not taught. Spiritual health is not related to physical and mental health.

True Education	False Education
<p style="text-align: center;">Subjects continued</p> <p>spiritual health are related (Psalm 139:14).</p> <ul style="list-style-type: none"> • Mathematics – The spiritual meaning of numbers is studied, and spiritual operations are paralleled to mathematical processes (Matthew 18:21-22). • Music – Is studied as a higher and more exalted form of expression than literature, revealing the attitude of the soul toward God and man. (Ephesians 5:19; Psalm 150:3-4). • Science – Nature is studied to explore God’s thoughts and principles. Faith is the avenue to scientific wisdom. God teaches by the enunciation of principles or universal laws, and the Spirit, which comes by faith, to enlighten the senses that they may grasp the illustration of these laws in the physical world. Nature study through the Bible begins to recover the knowledge of the external world that was lost at the fall of Adam (Job 12:8). <p>Facts gained by the senses, as well as experience, is to be tested by the</p>	<p style="text-align: center;">Subjects continued</p> <ul style="list-style-type: none"> • Mathematics – The spiritual side of mathematics is not touched upon. • Music – Musical expression does not reach the spiritual level, but, in varying degrees is “<i>earthly, sensual,</i>” and “<i>devilish</i>” (James 3:15). • Science – Nature is studied in the perverted light of men’s theories and oppositions of science falsely so called (I Timothy 6:20). Doubt, as encouraged by the “scientific method” is considered the way to arrive at truth. <p>The “scientific method” teaches students to be skeptical of realities they cannot perceive by their senses. “The thorns of skepticism are disguised, concealed by the bloom of science and philosophy.” (<i>Fundamentals of Christian Education</i> 541)</p>

True Education	False Education
<p style="text-align: center;">Subjects continued</p> <p>Word of God. (This is where Eve failed.)</p> <ul style="list-style-type: none"> • History/Geography/Prophecy – The guiding thread throughout history is the dealings of God with His people and the nations of the earth (Deuteronomy 32:7). In history we see the fulfillment of prophecy. Geography tells us about the lands of the world and how the gospel is being spread to each one. • Language and Voice – God’s Word, pure and true is written in a beautiful style (I Peter 4:11; I Corinthians 1:5). It is important how we speak it! 	<p style="text-align: center;">Subjects continued</p> <ul style="list-style-type: none"> • History/Geography/Prophecy – It is a mere collection of facts; the doings of men, rather than God, are made prominent. God’s agency in the affairs of men is lost sight of. His purpose in the rise and fall of the nations is undiscerned. • Language and Voice – Truth and fiction, pure and impure; a confusing mixture is taught (I Corinthians 13:1).
<p style="text-align: center;">Teachers</p> <ul style="list-style-type: none"> • God and the angels are the chief instructors (Psalm 32:8; Isaiah 54:13; Daniel 10:11). God’s Word makes one wiser than a teacher (Psalm 119:98-99). • Parents were given the responsibility to teach and train their children (Deuteronomy 6:7; Ephesians 6:4). The involvement of the parents increases the interest of the child (Luke 1:17). 	<p style="text-align: center;">Teachers</p> <ul style="list-style-type: none"> • Teachers or human authorities become the only instructors (Isaiah 2:22). • State-appointed teachers become the “<i>hirelings</i>.” In the case of private schools, parents failing to teach their children brings God’s judgment (Malachi 4:6).

True Education	False Education
<p style="text-align: center;">Teachers continued</p> <ul style="list-style-type: none"> • Older sibling teach younger ones (I Peter 5:5). • Grandparents can help in teaching the children (II Timothy 1:5). • Galatians 4:1-2 – <i>“Now I say, That the heir, as long as he is a child, differeth nothing from a servant, though he be lord of all; But is under tutors* and governors** until the time appointed of the father.”</i> *Tutors = domestic, manager *Governors = house, distributors (that is manager, or overseer.) • Apprenticeship is the inexperienced being yoked with the experienced (Lamentations 3:27). 	<p style="text-align: center;">Teachers continued</p> <ul style="list-style-type: none"> • Older children do not have the opportunity to assist those that are younger. • Extended family is not involved in education of children. • In cases of poor performance tutors are sometimes used. • There is a lack of practical experience in the field being pursued. 

God's Method

God's method for studying any subject,
including science or nature, starts with the Word.

“And I gave my heart to seek and search out
by wisdom concerning all things
that are done under heaven.”

Ecclesiastes 1:13

The most essential lessons
for teachers and students to learn,
are those which point, not to the world,
but from the world to the cross of Christ.

“...We are to carry the minds of our students higher
than is now thought to be possible.

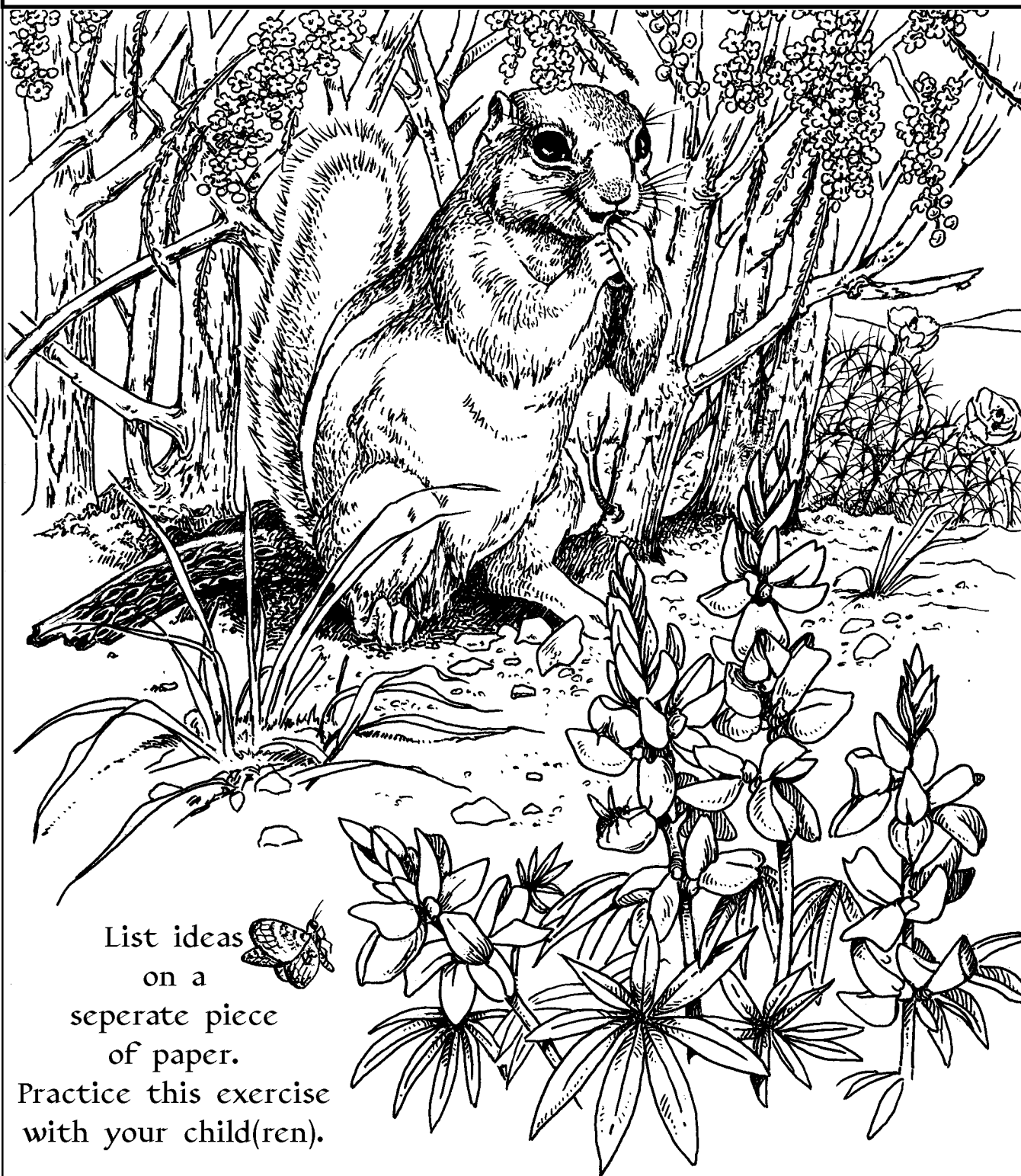
Heart and mind are to be trained
to preserve their purity
by receiving daily supplies
from the fountain of eternal truth.

The education gained from a study of God's word
will enlarge the narrow confines of human scholarship,
and present before the mind a far deeper knowledge
to be obtained through a vital connection with God.
it will bring every student who is a doer of the word
into a broader field of thought,
and secure to him a wealth
of learning that is imperishable.

Counsels to Teachers 13

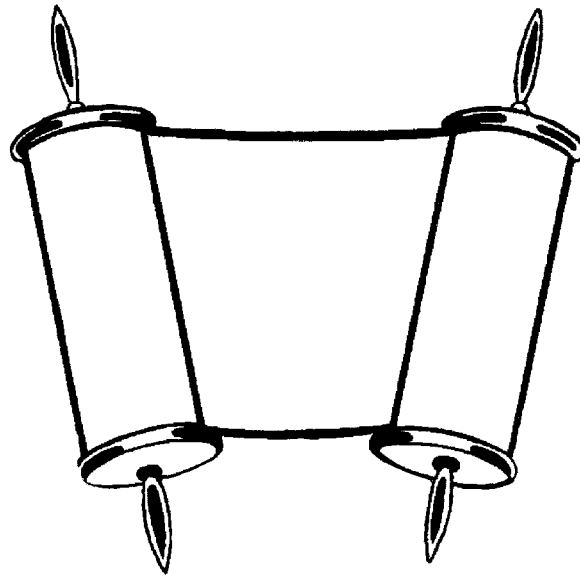
Do the
exercise
on the next
page.

Consider you were walking outside and saw this scene.
What could you teach your student
about the facts you saw around you.
How would these facts lead you into knowledge about God?



List ideas
on a
seperate piece
of paper.
Practice this exercise
with your child(ren).

“The Bible contains
all the principles
that men need
to understand
in order to be filled
either for this life
or for the life to come.
And these principles
may be understood by all.”
Education 123



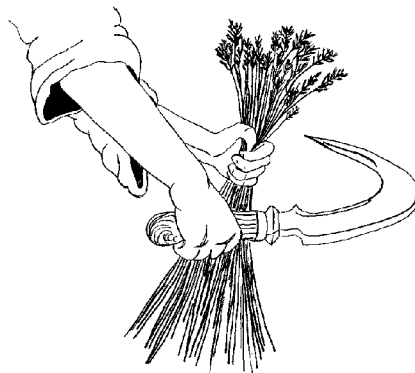
Sonlight

“...Students must be aided
in applying Bible principles
in all they do.”

6 Testimonies 127

“For precept
must be upon precept,
precept upon precept;
line upon line, line upon line;
here a little, and there a little.”

Isaiah 28:10



Mark 4:29