

1 – Character Building

“The Purpose of True Education”



“Let this mind be in you,
which was also in Christ Jesus.”

Philippians 2:5

“The change from earth to heaven
will not change men’s characters;
the happiness of the redeemed in heaven
results from the characters formed in this life,
after the image of Christ.”

6 Bible Commentary 1072

“In every generation and in every land
the true foundation for character building
has been the same—
the principles contained in the word of God.
The only safe and sure rule is to do what God says.

‘The statutes of the Lord are right,’

and ‘he that doeth these things

shall never be moved’ (Psalm 19:8; 15:5).

It was with the word of God that the apostles
met the false theories of their day, saying,

‘Other foundation can no man lay

than that is laid’ (I Corinthians 3:11).”

The Acts of the Apostles 475



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Assignment Read

Matthew chapters 5, 6, 7
The Desire of Ages, pages 298-314
*Thoughts From the Mount
of Blessing*, all of the Book

Ordained

When Jesus had ended
His instruction to the disciples,
He gathered the little band
close about Him,
and kneeling in the midst of
them,
and laying His hands
upon their heads,
He offered a prayer
dedicating them to His sacred
work. Thus the Lord’s disciples
were ordained
to the gospel ministry.”
The Desire of Ages 296

**Disciple =
“a learner” or “a pupil.”**

The Sermon On the Mount

Jesus has just ordained His disciples before the giving of The Sermon on the Mount. Let us read what happens next:

“The Sermon on the Mount, though given especially to the disciples, was spoken in the hearing of the multitude. After the ordination of the apostles, Jesus went with them to the seaside. Here in the early morning the people had begun to assemble....

“The narrow beach did not afford even standing room within reach of His voice for all who desired to hear Him, and Jesus led the way back to the mountainside. Reaching a level space that offered a pleasant gathering place for the vast assembly, He seated Himself on the grass, and the disciples and the multitude followed His example.

“The disciples’ place was always next to Jesus. The people constantly pressed upon Him, yet the disciples understood that they were not to be crowded away from His presence. They sat close beside

Him, that they might not lose a word of His instruction. They were attentive listeners, eager to understand the truths they were to make known to all lands and all ages.

“With a feeling that something more than usual might be expected, they now pressed about their Master. They believed that the kingdom was soon to be established, and from the events of the morning they gathered assurance that some announcement concerning it was about to be made. A feeling of expectancy pervaded the multitude also, and eager faces gave evidence of the deep interest. As the people sat upon the green hillside, awaiting the words of the divine Teacher, their hearts were filled with thoughts of future glory. There were scribes and Pharisees who looked forward to the day when they should have dominion over the hated Romans, and possess the riches and splendor of the world’s great empire. The poor peasants and fishermen hoped to hear the assurance that their wretched hovels, the scanty food, the life of toil, and fear of want were to be exchanged for mansions of plenty and days of ease. In place of the one coarse garment which was their covering by day, and their blanket at night, they hoped that Christ would give them the rich and costly robes of their conquerors. All hearts thrilled with

the proud hope that Israel was soon to be honored before the nations as the chosen of the Lord, and Jerusalem exalted as the head of a universal kingdom.” *The Desire of Ages* 298-299

1. Why did Israel think this way?

2. Were the multitudes or even the disciples prepared for what Jesus was about to present? Why, or why not?

3. What had given the people wrong thought patterns?

4. Can false education give the people of today wrong thought patterns? Can you think of some examples?

“Come unto me,
all ye that labour
and are heavy laden,
and I will give you rest.”
Matthew 11:28

Jesus Teaches

Blessed are the poor in spirit:
for theirs
is the kingdom of heaven.”
Matthew 5:3

A. Answer the question:

What was the purpose of Christ’s first words to the people on the mount?

“Christ’s first words to the people on the mount were words of blessing. Happy are they, He said, who recognize their spiritual poverty, and feel their need of redemption. The gospel is to be preached to the poor. Not to the spiritually proud, those who claim to be rich and in need of nothing, is it revealed, but to those who are humble and contrite. One fountain only has been opened for sin, a fountain for the poor in spirit.” *The Desire of Ages* 299-300



Read

*Thoughts From the
Mount of Blessing*
pages 6-9

Isaiah 1:18; Ezekiel 36:26-27

B. Main thoughts:



“Blessed are they that mourn:
for they shall be comforted.”
Matthew 5:4

Mourn over what?

A. Define these words:

mourn =

comforted =



Read

*Thoughts From the
Mount of Blessing*
pages 9-13

B. Main thoughts:

“Blessed are the meek:
for they shall inherit the earth.”
Matthew 5:5

A. Define these words:

meek =

inherit =



Read

*Thoughts From the
Mount of Blessing*
pages 13-18

B. Main thoughts:

“Blessed are they
which do hunger
and thirst after righteousness:
for they shall be filled.”
Matthew 5:6

A. Define these words:

hunger =

thirst =

righteousness =

filled =



Read

*Thoughts From the
Mount of Blessing*
pages 18-21

B. Main thoughts:

“Blessed
are the merciful:
for they shall
obtain mercy.”
Matthew 5:7

A. Define these words:

merciful =

obtain =

mercy = (same as obtain)



Read

*Thoughts From the
Mount of Blessing*
pages 21-24

B. Main thoughts:

“Blessed are the pure in heart:
for they shall see God.”
Matthew 5:8

A. Define these words:

pure =

heart =



Read

*Thoughts From the
Mount of Blessing*
pages 24-27

B. Main thoughts:

“Blessed are the peacemakers:
for they shall be called
the children of God.”
Matthew 5:9

A. Define these words:

peacemakers =

children =



Read

*Thoughts From the
Mount of Blessing*
pages 27-28

B. Main thoughts:

“Blessed are they which
are persecuted
for righteousness’ sake:
for theirs is the
kingdom of heaven.”
Matthew 5:10

A. Define these words:

persecuted =

righteousness =



Read

*Thoughts From the
Mount of Blessing*
pages 29-31

B. Main thoughts:

“Blessed are ye,
when men shall revile you,
and persecute you, and shall say
all manner of evil against you
falsely, for my sake.”
Matthew 5:11

A. Define these words:

revile =

persecute = (see persecuted)

evil =

falsely =



Read

*Thoughts From the
Mount of Blessing*
pages 31-35

B. Main thoughts:

“Rejoice, and be exceeding glad:
for great is your reward
in heaven:
for so persecuted they
the prophets which
were before you.”
Matthew 5:12

A. Define this word:

Rejoice



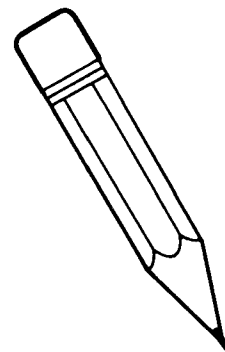
Read
*Thoughts From the
Mount of Blessing*
pages 35-147

B. Main thoughts:

“...Through affliction
God reveals to us
the plague spots
in our characters,
that by His grace
we may overcome our faults....”
The Desire of Ages 301

An understanding of Matthew chapters five, six, and seven is essential. Using the format on the proceeding pages study the rest of the verses.

Define the words
that are important
in the remaining verses
of Matthew chapters
five, six, and seven.
(Use the enclosed sheets
on pages 9-10—
add more pages if needed.)



Define words:

Define words:

A Parable

Jesus ended His sermon on the mount with a parable showing the result of building right character or wrong character.

“Therefore whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock.”
Matthew 7:24

What is the key word in this verse?

A. Define these words:

wise =

built =

house =

rock =



Read

Luke 6:47-49
Thoughts From the Mount of Blessing
pages 147-152

B. Main thoughts:

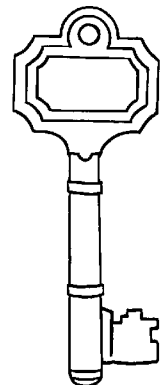
Who is a wise man?

How is he building?

What is the house he is building?

What is the rock?

The key to wisdom is doing God's will.



A Rock

A rock is a large mass of stone,
solid mineral deposits,
or something like a rock
in firmness (as a support).

Jesus is solid;
we can count on Him.

Jesus is precious to the Christian.

Jesus is our support!

You can be a wise man!

The Word/Jesus is the rock.

“We build on Christ
by obeying His word.”
*Thought From
the Mount of Blessing 149*

Character
is the house being built.

**The storms of life
are trials
and temptations.**

**Look for Bible verses in your
concordance which refer to
rock or stone.**

“And the rain descended,
and the floods came,
and the winds blew,
and beat upon that house;
and it fell not:
for it was founded upon a rock.”
Matthew 7:25

A. Define these words:

rain =

descended =

floods =

winds =

blew =

beat =

fell not =

Sand

“And every one that
heareth these sayings of mine,
and doeth them not,
shall be likened unto
a foolish man,
which built his house
upon the sand.”
Matthew 7:26

A. Define these words:

foolish =

built = (see page 11)

house = (see page 11)

sand =

What is sand? Sand is loose, granular material produced by the breaking up of rocks.

Most grains of sand once formed parts of solid rocks. Rocks become sand by weathering. An example of this would be waves beating on the rocks on the shore, or the result of chemical reactions of air and water on rock. Water can also run into cracks and freeze and cause the rock to split apart.

What is a foolish person like?

What is the house he is building?

How is he building?

What is the sand?

You, hopefully, are not
a foolish man.

Character is the house.

“But every building erected
on other foundation
than God’s word will fall.”
*Thoughts From
the Mount of Blessing 150*

Self is the sand.

Sand is made of many types of material. The most common is quartz. (Pure quartz is colorless and transparent.)

People’s characters can be transparent, and it is not hard to see through to the selfishness of a person.

Sand can be made into something beautiful. It is still not too late to flee to Jesus and have a new foundation constructed.

Sand and gravel can be used to make concrete by mixing them with cement. A pure form of quartz sand is used to make glass and a number of other items. Some sand is mined for the small amounts of gold, platinum, and diamonds it contains.

“And the rain descended,
and the floods came,
and the winds blew,
and beat upon that house;
and it fell:
and great was the fall of it.”
Matthew 7:27

B. Define these words:

great =

fall =

What are storms?

The same storm beat upon both houses; what was the difference?

Teaching With Authority

“And it came to pass,
when Jesus had
ended these sayings,
the people were astonished
at his doctrine.”
Matthew 7:28

A. Define these words:

sayings =

astonished =

doctrine =

“For he taught them
as one having authority [truth],
and not as the scribes.”
Matthew 7:29

B. Define this word:

taught =

Obedience to Principles

“Thus Christ set forth the principles of His kingdom, and showed them to be the great rule of life. To impress the lesson He adds an illustration. It is not enough, He says, for you to hear My words. By obedience you must make them the foundation of your character. Self is but shifting sand. If you build upon human theories and inventions, your house will fall. By the winds of temptation, the tempests of trial, it will be swept away. But these principles that I have given will endure. Receive Me; build on My words.”

The Desire of Ages 314

What are human theories and inventions?

The Sermon on the Mount is a picture of what constitutes true character development. Jesus invites all to be wise and build right characters, instead of choosing self and foolishness which will be swept away forever.

Find Bible texts that compare the wise and the foolish.

Hearing and Doing!

“A wise man will hear,
and will increase learning;
and a man of understanding
shall attain unto wise counsels.”

Proverbs 1:5

“Reprove not a scorner,
lest he hate thee:
rebuke a wise man,
and he will love thee.”

“Give instruction to a wise man,
and he will be yet wiser:
teach a just man,
and he will increase in learning.”

Proverbs 9:8-9

The principles we are teaching our children will either prepare or unfit them for eternal life.

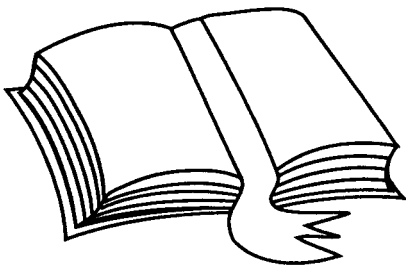


Project

Find enclosed a packet of “Character Quotes” that can be framed and hung on the wall in your home. These beautiful thoughts can be reminders to you of what God wants to accomplish in you!

Definition

Education as defined in the *Noah Webster 1828 Dictionary* is “the bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.”



Notes

“True education does not ignore the value of scientific knowledge or literary acquirements; but above information, it values power; above power, goodness; above intellectual acquirements, character. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle.” *Education* 225

In the world’s system, academic achievement is the focal point, not character. The thing that is emphasized is what you can get instead of what you can give.

**Read the following article,
“Education Reform.”**

Education Reform

No reform can be adequate and effective except as it goes to the root of the malady. Little doses and patches of remedies, treating symptoms and scratches, are as inadequate and futile as they are blind. They are but healing "*the hurt of the daughter of my people slightly*" (Jeremiah 6:14). The fruit of the tree of knowledge of good and evil is not destroyed by rejecting one or a few wormy specimens. The tree must be rejected; God's people must turn to the Tree of Life.

The Promised Land is before, but the majority of the spies brought back an evil report. Discouraged at the report of the giants and the walled cities, we turned away from the commands of the Lord, and rejected His instructions not to seek our education in the pagan (Greek) schools of the world. The true higher education lies in the study of God's revealed knowledge and wisdom. There are a few Calebs and Joshuas but often their voices are drowned by the clamors of the multitude.

"But the men that went up with him said, We be not able to go up against the people; for they are stronger than we.

"And they brought up an evil report of the land which they had searched unto the children of Israel, saying, The land, through which we have gone to search it, is a land that eateth up the inhabitants thereof; and all the people that we saw in it are men of a great stature.

"And there we saw the giants, the sons of Anak, which come of the giants: and we were in our own sight as grasshoppers, and so we were in their sight.

"And all the congregation lifted up their voice, and cried; and the people wept that night."
Numbers 13:31-33; 14:1

We need not the wine of Babylon to drink,
but rather the fruit from the Tree of Life.

We are not to inquire, what is the practice of men? or, what is the custom of the world? We are not to ask, how shall I act in order to have the approval of men? Or, what will the world tolerate? The question of intense interest to every soul is, what has God said? We are to read His Word and obey it, not swerving “one jot or tittle” from its requirements, but acting irrespective of human traditions and jurisdictions.

When Israel came up to the Red Sea and to the Jordan in its flood, no man-made devices, no counsels of the worldly wise, could save them from the Egyptians or enable them to enter the Promised Land. They moved forth by faith and crossed over safely to the other side. God will open the way for every difficulty we encounter in our home school when He is leading us!

Some Giants and Walled Cities

Will my child be deprived of social interaction with other children?

Am I qualified to teach my student?

What about the laws of the state?

Unlike Other Nations

The Israelites did not realize that to be in this respect unlike other nations was a special privilege and blessing. God had separated the Israelites from every other people, to make them His own peculiar treasure. But they, disregarding this high honor, eagerly desired to imitate the example of the heathen!

And still the longing to conform to worldly practices and customs exists among the professed people of God today. As they depart from the Lord they become ambitious for the gains and honors of the world. Christians are constantly seeking to imitate the practices of those who worship the god of this world. Many urge that by uniting with worldlings and conforming to their customs they might exert a stronger influence over the ungodly. For the sake of earthly distinction they sacrifice the unspeakable honor to which God has called them.

The little elevation above the world to which we have attained, morally, is not the high mark set before us by God. Even in the days of Ahab, the impact of the diluted worship of Jehovah had such an effect upon the rulers that their reputation in the world was high: *“The kings of the house of Israel are*

merciful kings” (I Kings 20:31). But that did not make Ahab a man of God, nor remove Jezebel’s influence.

We need now to begin over again. Reforms must be entered into with heart, and soul, and will. If there is not in some respects an education of an altogether different character from that which has been carried on in the past, there will?

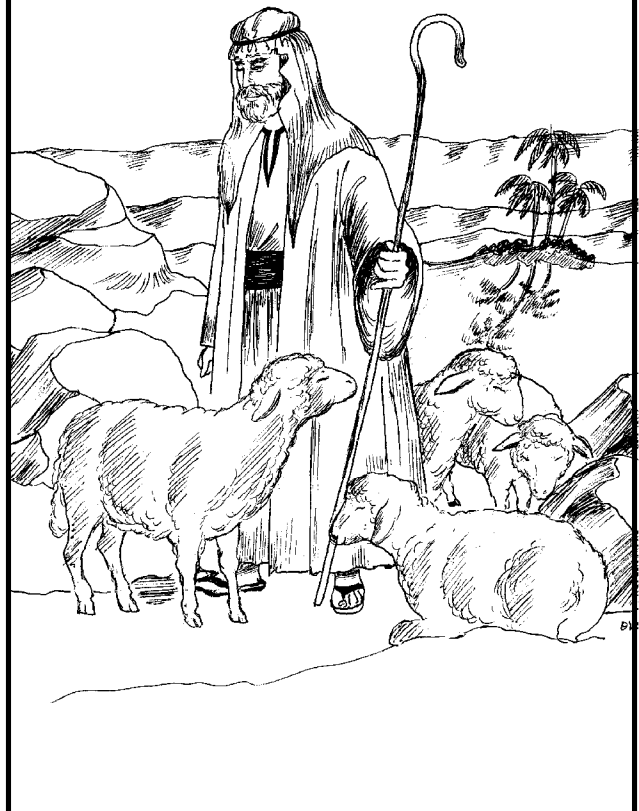
Are We Different From the World?

We say we are different from the world’s schools because we teach the Bible. But how do we teach the Bible?

God has given us a divine blueprint in His Word. But so subtle is the influence which has made us depart from the divine blueprint that it is imperceptible to those involved, and like Malachi’s people, they ask in injured innocence: *“Wherein have we despised thy name?” “Wherein have we polluted thee?” “Wherein have we wearied him?”* (Malachi 1:6-7; 2:17).

There are five areas of disharmony with the Word of God in educational theories and practices. These are only a few examples of disobedience; there are others,

Are you
a Moses
needing
a wilderness
experience?



such as: social structure and codes, agriculture as part of the curriculum, ostentation in place of simplicity, and character of entertainment.

Ahaz did not need to go to Damascus to prove his disloyalty; but when he went, he brought back the heathen altar and put it in the house of God and finally into the homes of the people (II Kings 16).

1-Incentive Motivation

The world's chief incentive is competition and rivalry. The Bible condemns rivalry or competition as a motivation for Christians.

“But Jesus called them to him,
and saith unto them,
Ye know that they which are
accounted to rule
over the Gentiles
exercise lordship over them;
and their great ones
exercise authority upon them.

“But so shall it not
be among you:
but whosoever
will be great among you,
shall be your minister:

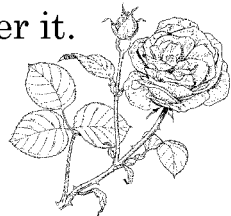
“And whosoever of you will be
the chiefest,
shall be servant of all.

“For even the Son of man came
not to be ministered unto,
but to minister,
and to give his life
a ransom for many.”
Mark 10:42-45

The Christian incentive is unselfish love, the love of Christ, cooperation, ministry. We acknowledge this, but we mingle with, and often let become dominant, the incentive of competition. We honor the temple and offer sacrifices there, because it is beautiful and gives us prestige; but we keep the high places also, and bow down before the images of Baal and Ashtoreth. In what? In incentives, with marks and gradings and prizes and special honors, in our social life, in our recreations, and ultimately in the professional life of our students when they leave school and enter the work of God. We stage contests and give rewards and prizes for the winners. And this is so common and time honored a practice that we stare in amazement if it is challenged. To the end of Israel and Judah, save for the spasmodic reforms of Josiah, the high places remained and were considered to be, in a degree, a part of the worship of Jehovah. We are repeating the history. But the incentive and the worship place of the Christian is not competition and rivalry, but the pure urge of love, the love of God.

Competition is a detriment
to true education.

Adoption of the Christian incentive of love, when it is studied in all its aspects and application, would revolutionize our system and our lives, and produce men and women who know the spirit of Christ, who buried Himself in the furrow of the world's need, that He might bring forth more fruit. Until the policy and practice of our schools is reversed, we shall continue to turn out self-centered, egotistic, arrogant young workers. There will, of course, be exceptions, in the degree that the love of God works secretly in the life of this and that young man and woman. But what is the responsibility of the school? The spirit of rivalry may begin in the home; it certainly exists in the community which helps to mold the early character; it may be and usually is in the church. The college is the last opportunity for reform; and the college is not performing its function. But our home schools need to correct it, not foster it.



2-Literature

Despite clear and explicit instruction in the writings of the prophets, some teachers of English seem unable to distinguish between the good and the evil in literature, except the extremes. From Homer to Shakespeare and more modern works of Walt Whitman, they induct their students into pagan and neopagan masses of crime, blood, obscenity, and blasphemy. That there are cases of beauty and probity in all these authors is true; the devil clothes his progeny in purple and gold. But the waters of purity are fouled in puddles of mud. Our objectives in education must not be to reach the level of the schools of the world and copy their ways; but rather to adjudge the needs of the church in its particular work. What Christian education aims at is character building; what the church and the world need is young men and young women fit to stand at the head of their families. But such an education is not to be acquired by the study of heathen classics.

“...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

The laws of the accrediting associations may be given as an excuse for continuing this transgression of the divine will. How pitiful the excuse in the eyes of God and in view of the characters being formed in our youth. But as I discovered when teaching literature, those laws are not so inflexible. Unless teachers have acquired an appetite for the fleshpots of Egypt, they are not bound by any rigid laws to feed from them. The teaching of such classic filth and evil perversely defeats its own objective, by lowering the taste of students and leading them to indulge in the poorest types of fictions and sports, news and comedies. By such means, even the teaching of Biblical literature as a school study is rendered distasteful, and along with uninspired teaching adds to the aversion of students for the Scriptures. What are we doing to our prospective ministers and teachers?



3-Recreation

There is such an inspiration, such a healthy recreation, combining science and the study of nature in its activities; from hiking to gardening, such a wealth of wisdom, the wisdom of God's word, to be garnered from its use, as far outstrips the trivial and debasing rewards of sports. On the other hand, there is no greater ally of the evil incentive of rivalry than the competitive sports. And this stronghold of the devil is one of the hardest to take.

I do not believe in harshly removing sports from the life of the student, without substituting true recreation in their place. And this cannot be done suddenly and arbitrarily. The substitution must be a growth, not a displacement. There should be built up such an experience, such a delight and enthusiasm, for the things of God's creation as would displace naturally the urge of rivalry in athletic games. This is a tremendous task and opportunity for our parents in the home schools.

“Whether therefore
ye eat, or drink,
or whatsoever ye do,
do all to the glory of God.”
I Corinthians 10:31

4–Nature Study and Occupation

There are many studies forced upon our students which are relatively unimportant, and which crowd the program so tightly as to forbid the inclusion of neglected but more important studies. I cite nature study as an example. God has three books: the Bible, nature and history. He made the creation to be His first book, to convey to us His thoughts. Later, because of sin, He gave the Bible, which illuminates and interprets both nature and history. The study of nature—not merely to know its mechanism, but to explore God’s thoughts—is a vital part of Christian education, and this the Bible reveals and emphasizes. But who among us is able to read and to teach the word of God from nature? We cannot know the God who created unless we know His creation.

The natural sciences are, generally speaking, taught as dry skeletonized subjects—names, orders, laws, classifications. And to many students who take them as an aid in getting their degrees, they are an utter bore. This is not opening the Word of God to students. Nor can the science of reading God’s Word be gotten in the schools of the world. It can only be obtained through a combination of the study of nature and the Bible. This is not to ignore

the findings of science and the vast store of knowledge which, admittedly, are to be found in the schools of the world and the teachers in them, as well as of scientists and savants* outside the school. But this knowledge is to be gained through the truths revealed to us by God Himself.

“How do you find God’s Word in nature? I go outdoors and sit in the midst of things; I see, but I do not get any heavenly message. How do you learn to read God’s thoughts in nature?”

“A good way to start is to compare Bible with nature.”

“Why I did not know there was anything in the Bible about nature!”

“Have you read the Bible through?”

“Yes, three times, once in a course. But I do not remember anything about nature in it!”

“...He that received seed...is he that heareth the word...” (Matthew 13:23).



*a learned scholar; a wise man

Live in the country if at all possible. Use the out-of-doors as a classroom. Use a daypack as a portable classroom. (See the list of items for the daypack.)

If the Lord's will is done, students will not be encouraged to remain in school for years. This is the devising of man, not the plan of God. Those who come to this school, if they put their minds into studying the Book of all books, will, through prayer and close deep research, obtain in a much shorter period of time a knowledge of Bible education. They will learn of Jesus in the school of Christ. The years of study of those books, which should not be made study books, unfits students for the work to be done in this important period of this earth's history. Those years of study are cultivating many habits and methods in the students that will cripple their usefulness. They need to go through another process of education, and unlearn many things that they have acquired. Let students with their mental studies call into exercise the physical and moral powers. Let them work the living machinery proportionately. The constant working of the brain is a mistake. The constant working of the brain causes a diseased imagination. It leads to dissipation. The education of five years in this one line is not of as much value as an all around education of one year.

5-Parent Education

The deplorable state of Christian homes of today—not, doubtless averaging worse than the homes of the world, yet not superior in general and in numberless instances most sickening—is attributable to the gross neglect of the church's educational program. Not only should students be trained for marriage and parenthood, but they should especially be trained for the teaching of their children.

“If the foundations be destroyed,
what can the righteous do?”

Psalm 11:3

Children should virtually be trained in a homeschool from the cradle to maturity. It is said that many parents have cast off their God-given responsibility to their children, and are willing that strangers should bear it for them.

Parents need education to carry out the responsibilities of a family.

“...I must be about
my Father's business.”

Luke 2:49

Which Way?

Many teachers are leading their students over the same track that they themselves have trod. They think it is the only right way. They give students food which will not sustain spiritual life, but which will cause those who partake of it to die. They are fascinated by that which God does not require them to know.

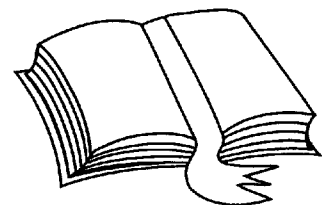
Some congratulate students on their advance, and encourage them to take degree after degree, even though they are less qualified to do the work after Christ's manner of instruction than they were before they entered the school.

A different element must be brought into our schools.

God does not want our schools to be conducted on stereo-typed, human plans, as many are now being conducted. He would have us beware of human precision, of making a line on which everyone must tread. A different element must be brought into our schools. Wrong maxims* and methods of teaching, which have been looked upon as wholly essential, have been followed. All must penetrate deeper than their own habits or opinions, which have been esteemed as good authority. There must not be so many studies and duties placed on the students that they will neglect to talk with the great Teacher, the Lord Jesus Christ, and let into their hearts the softening, subduing influence that dwelt in Him.



Study
the Bible
for wise
instructions.



*an established principle or proposition; a principle generally received or admitted as true

Closing

Never, for all our alarms and challenges and calls to repentance and prayer and revival efforts, never shall we effect a reform, till we go to the roots of the matter. We need to face up, as Christian men and women, to the stark facts, repent of our folly and indifference and neglect, and turn with all our heart to God. (See Joshua 7:10-13.)

May the Lord so direct and control you that your homeschool shall become more like God's Eden school than like the Greek schools of the past.

“The Bible must be made the foundation for all study.”

*Fundamentals
of Christian Education 451*

The true
higher education
lies in the study
of God's revealed
knowledge and wisdom.

**Read the book,
*The Authorized Bible
Vindicated*
for the next section.**

Summary Character Building



- A disciple (parent) is a learner or pupil in the daily school of Christ.
- A disciple develops his character by building on the Rock, Christ Jesus.
- A disciple hears and does.
- The purpose of true education is to build character. A reform is needed!

O To Be Like Thee

Thomas O. Chisholm, 1866-1960

William J. Kirkpatrick, 1838-1921

1. O to be like Thee! bless - ed Re - deem - er, This is my
2. O to be like Thee! full of com - pas - sion, Lov - ing, for -
3. O to be like Thee! low - ly in spir - it, Ho - ly and
4. O to be like Thee! Lord, I am com - ing Now to re -
5. O to be like Thee! while I am plead - ing, Pour out Thy

con - stant long - ing and prayer; Glad - ly I'll for - feit all of earth's
giv - ing, ten - der and kind; Help - ing the help - less, cheer - ing the
harm - less, pa - tient and brave; Meek - ly en - dur - ing cru - el re -
ceive th'a - noint - ing di - vine; All that I am and have I am
Spir - it, fill with Thy love; Make me a tem - ple meet for Thy

treas - ures, Je - sus Thy per - fect like - ness to wear.
faint - ing, Seek - ing the wan - d'ring sin - ner to find.
proach - es, Will - ing to suf - fer oth - ers to save.
bring - ing— Lord, from this mo - ment all shall be Thine.
dwell - ing, Fit me for life and heav - en a - bove.

O To Be Like Thee - 2

Chorus

O to be like Thee! O to be like Thee, Bless - ed Re -

deem - er, pure as Thou art! Come in Thy sweet - ness, come in Thy

full - ness; Stamp Thine own im - age deep on my heart.

“But Christ has given us no assurance
that to attain perfection
of **character** is an easy matter.

A noble, all round **character** is not inherited.

It does not come to us by accident.

A noble **character** is earned by individual effort
through the merits and grace of Christ.

God gives the talents, the powers of the mind;
we form the **character**.

It is formed by hard, stern battles with self.

Conflict after conflict must be waged
against hereditary tendencies.

We shall have to criticize ourselves closely,
and allow not one unfavorable trait
to remain uncorrected.”

Christ's Object Lesson 331



“When the **character** of Christ
shall be perfectly reproduced in His people,
then He will come to claim them as His own.”

Christ's Object Lessons 60

“When one turns away
from human imperfections
to behold Jesus,
a divine transformation
takes place in the **character**.”

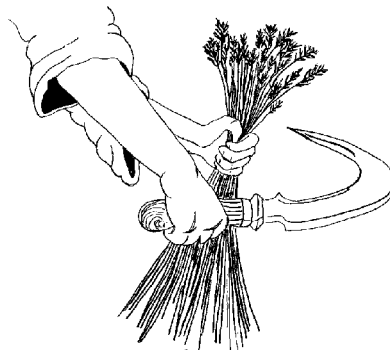
Christ's Object Lessons 250

“Christ in His humanity
wrought out a perfect **character**,
and this **character** He offers to impart to us.”

Christ's Object Lessons 311

“A **character** formed
according to the divine likeness
is the only treasure that we can take
from this world to the next.”

Christ's Object Lessons 332



Mark 4:29