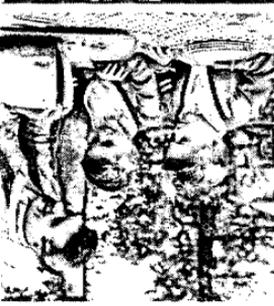
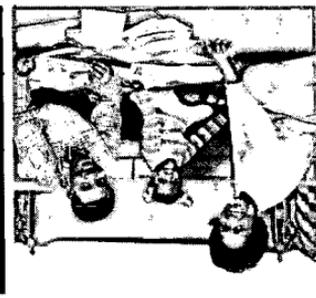


# Sabbath School Lesson Quarterly

1971  
Fourth  
Quarter



# HOME RELATIONS

## **Lesson Titles for the Quarter**

1. The Home Is Built
2. The Home Is a Partnership
3. Parents in the Home
4. Finding Joy in Worship
5. Discipline in the Modern Home
6. Making Spiritual Values Relevant
7. The Home—Primary Center of Education
8. Health Values in the Home
9. Recreation Through Play and Hobby
10. Economics in the Home
11. Love, the Home's Foundation
12. Giving, the Greatest Joy
13. A Foretaste of Heaven

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## **The Blessing of Daily Study**

“Every day some portion of time should be appropriated to the study of the lessons, not merely in learning to mechanically repeat the words, while the mind does not comprehend the meaning; but to go to the very foundation, and become familiar with what is brought out in the lesson.”  
—*Counsels on Sabbath School Work*, page 53.

### **My Pledge**

As one who greatly desires to improve his knowledge of the Scriptures, I pledge myself to the careful and prayerful study of some portion of my Sabbath School lesson each day of the week.

.....  
(signed)

# Home Relations

## FOURTH QUARTER, 1971

The common practice of relegating the discipline and training of children and young people to agencies outside the home is altogether devastating in its results. Contrary to what is sometimes supposed, the youth crave from their parents the leadership and guidance without which they feel unsure of themselves.

Reasonably, there comes the question: What are parents for? Not simply to supply food and shelter and physical necessities, although this is a great and wonderful service in itself. Parents are also counselors, builders of character, teachers of truth. They must not abdicate their position as parents. They are those to whom God has given children, with the prime responsibility as molders and shapers of manners and morals and faith. It is the purpose of the lessons for this quarter to review the duties of parents and to determine how they may best accomplish their task.

In the great revival and reformation that is to take place in the church, there is no better place to begin than in the home. And for the great thrust of worldwide evangelism, no finer preparation can be made than that which takes place at the family altar and in the hearts of each member of God's great household of faith.

Of a preparation for camp meeting years ago Ellen G. White made this statement: "At home is the place to find Jesus; then take Him with you to the meeting, and how precious will be the hours you spend there. . . . Prepare your children for the occasion. Teach them that it is not of so much consequence that they appear with fine clothes as that they appear before God with clean hands and pure hearts. . . . Even unbelievers will feel the holy atmosphere as they enter the encampment. . . . It will be to your soul even as the gate of heaven."—*Testimonies*, Vol. 5, pages 164, 165.

The duty upon parents is much more than merely to provide. It is also to teach and train, to counsel, and, as necessary, to correct—to live the part of parents, with gentleness and firmness so intermixed as never to avoid wise discipline or the doing of duty; to show forth leadership, and remember never to leave out love.

Let us pray for the outpouring of the Holy Spirit on our homes as we study the lessons for this quarter.



## THE HOME IS BUILT 1

**"Except the Lord build the house, they labor in vain that build it." Psalm 127:1.**

The divine plan in the creation of man was that human society should be composed of families. In the Garden of Eden God set forth the pattern for future generations by establishing the first home. The family unit was the base upon which the human race was to be built. From this first home were to ensue families after the pattern established in Eden, for it was there that the nature and purpose of the home began to be revealed. So important is the home to the human race that without a true understanding of its nature and purpose the disintegration of human society will result. The aim of this lesson is to present those elements of family structure as revealed in the plan of God and to point out how each family can best fulfill this purpose.

### KEY THOUGHTS

1. God is the Author of the home. He has furnished the blueprint. The plan is perfect; no improvement can be made upon it. Every plan He designed has succeeded, and those who follow His plan may be assured of success.

2. On the other hand, Satan is well aware that if the home disintegrates, all God's plans for the human race will be seriously crippled. Consequently the evil one is determined to destroy the home in any way he can. His most efficient method

is to lead the human race to trust solely on human judgment and neglect the plan of God in this foundation unit of our society.

3. Man must make the choice. He can follow the plan designed for him by God, or he can choose to ignore it. He cannot be neutral with respect to this matter. He cannot be passively interested, for lack of interest means negligence. The fact that we choose God's plan for the home means that we must have an active interest in it. To do less is to court failure.

### LESSON OUTLINE

1. **God, the Architect**  
Gen. 1:27, 28
2. **Man, the Builder**  
Prov. 24:3, 4
3. **The Role of the Husband**  
Eph. 5:23
4. **The Role of the Wife**  
Prov. 18:22
5. **The Role of the Children**  
Eph. 6:1-3
6. **The Purpose of the Home**  
Ps. 144:12

September 26

**Part 1  
GOD, THE  
ARCHITECT**

Gen. 1:27, 28

**"So God created man in His own image, in the image of God created He him; male and female created He them. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth."**



**Does the Bible give us an indication of how God began the first home? Gen. 2:18-24.**

In the creation of the home God designed that the mother and father should form the basis of the family. Society was not to arrange its existence on any kind of communal grouping. What was to give the human family its distinctive character was the permanent relationship which was to exist between mother and father. The family was to depend upon these two for its mental, spiritual, and physical resources.



**How long was this relationship to exist between the man and the woman? Matt. 19:3-9.**



**When, in God's plan, did the first family become complete? Gen. 4:1, 2.**

The command to "replenish the earth" is as important to the plan of God in the creation of the home as the declaration, "And they shall be one flesh."

"A childless house is a desolate place. The hearts of the inmates are in danger of becoming selfish, of cherishing a love for their own ease, and consulting their own desires and conveniences. They gather sympathy to themselves, but have little to bestow upon others."—*The Adventist Home*, page 159.

**THINK IT THROUGH**

**If the mother and father form the basis of the family, are the parents totally responsible for the strength or weakness of that home? Is conceiving children within the family situation the only way completely to fulfill God's plan for the home?**

"Society is composed of families, and is what the heads of families make it. Out of the heart are 'the issues of life' (Prov. 4:23); and the heart of the community, of the church, and of the

nation is the household. The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences."—"The Ministry of Healing," page 349.

FOR FURTHER STUDY: "The Adventist Home," pages 25-28.

September 27

**Part 2**  
**MAN, THE BUILDER**  
Prov. 24:3, 4

**"Through wisdom is an house builded; and by understanding it is established; and by knowledge shall the chambers be filled with all precious and pleasant riches."**



**What must be the first consideration in the building of a home?**

"The first work to be done in a Christian home is to see that the Spirit of Christ abides there, that every member of the household may be able to take his cross and follow where Jesus leads the way."—*The Adventist Home*, page 20. As with the church, so with the home, Jesus Christ must be "the Chief Cornerstone, in whom all the building fitly framed together groweth unto an holy temple in the Lord." Eph. 2:20, 21. "It is only in Christ that a marriage alliance can be safely formed. Human love should draw its closest bonds from divine love. Only where Christ reigns can there be deep, true, unselfish affection."—*The Ministry of Healing*, page 358.



**If we wish Christ to occupy the central place in our home, what must we do? Rev. 3:20.**



**What is the next consideration in making the home what God intended for it to be? Rom. 12:10.**

"Tender affection should ever be cherished between husband and wife, parents and children, brothers and sisters. Every hasty word should be checked, and there should not be even the appearance of lack of love for one another."—*The Adventist Home*, page 198.

**THINK IT THROUGH**

**What does it mean to make Christ the center of the home? What are some of the ways parents and children can manifest their love toward each other?**

"God desires that heaven's plan shall be carried out, and heaven's divine order and harmony prevail, in every family, in every church, in every institution. Did this love leaven society, we should see the outworking of noble principles in Christian refinement and courtesy, and in Christian charity toward the purchase of the blood of Christ. Spiritual transformation would

be seen in all our families, in our institutions, in our churches. When this transformation takes place, these agencies will become instrumentalities by which God will impart heaven's light to the world and thus, through divine discipline and training, fit men and women for the society of heaven."—*"Testimonies,"* Vol. 8, p. 140.

**FOR FURTHER STUDY:** "The Ministry of Healing," pages 356-362.

**Part 3**  
**THE ROLE OF**  
**THE HUSBAND**  
**Eph. 5:23**

**"For the husband is the head of the wife, even as Christ is the head of the church: and He is the Saviour of the body."**

That the father is the head of the home is a principle established within the plan of the home which God created. However, this idea has been grossly misunderstood by some. To be head of the home means that the father should be director of the home, not the dictator. He is not a lord but a leader. He stands at the head of the family not as sovereign but as a source of physical and spiritual strength. He is as willing to listen as he is to speak, as willing to follow counsel as he is to give it. What makes him the head of the home is that he can be trusted to seek for that which is the very best for his family. It must be remembered that he is the head of the home as Christ is the head of the church.



**What should the husband's attitude be toward his wife? Eph. 5:28.**

"He should cultivate refinement and courtesy. He should be very tender and gentle toward his wife, who is his equal in every respect; he should not utter a word that would cast a shadow upon her heart."—*Testimonies*, Vol. 4, pp. 36, 37.

The husband must make sure that in all his relationships with his wife he maintains that dignity which has been bestowed by God on all His human creatures. He should always hold her in honor and respect. 1 Peter 3:7.



**What should be the husband's attitude toward his children? Eph. 6:4; Col. 3:21; Ps. 103:13.**

"Give some of your leisure hours to your children; become acquainted with them; associate with them in their work and in their sports, and win their confidence. Cultivate friendship with them, especially with your sons. In this way you will be a strong influence for good."—*The Ministry of Healing*, pages 391, 392.

**THINK IT THROUGH**

**In seeking the best for his family, should a father impose his will or opinion as to what constitutes the best?**

"The father is to stand at the head of his family, not as an overgrown, undisciplined boy, but as a man with manly character and with his passions controlled. . . . His conduct in his home

life is to be directed and restrained by the pure principles of the Word of God."—"The Adventist Home," page 213.

**FOR FURTHER STUDY:** "The Adventist Home," pages 211-224.

Part 4  
**THE ROLE OF  
 THE WIFE**  
 Prov. 18:22

**"Whoso findeth a wife findeth a good thing, and obtaineth favor of the Lord."**



**What is the wife's place in the home? Gen. 2:21-22.**

If the husband is the head, the wife could be said to be the heart of the home. As the physical body needs both head and heart, so the family is dependent on both mother and father. Equal in importance, they each play a different role. They complement each other but do not compete. She participates with the father in the direction of the family. Prov. 31:26. She helps her husband and children toward the goal that God holds before them. She brings the refinement and strength of her femininity and makes it an influence in the home.



**What should the wife's attitude be toward her husband?**

"The wife is to respect her husband. The husband is to love and cherish his wife; and as their marriage vow unites them as one, so their belief in Christ should make them one in Him."  
 —*The Adventist Home*, page 114.

The woman who takes to herself prerogatives in the home which were never intended for her, and then excuses her course of action by suggesting that she does so because her husband is a weak man, is no better than a tyrannical man who imposes his overbearing authority on his family. The wife must remember that equality and respect should be given to the husband as well as to the wife. It is true that respect is earned, but weakness never becomes strength by being dictated to. A true wife will do her best to strengthen the husband and show him respect for the sake of the children.

**THINK IT THROUGH**

**Is it the wife's place to help her husband, if he is weak, to become head of the home in reality? Are there any real reasons for the mother to seek employment?**

"Woman should fill the position which God originally designed for her, as her husband's equal. The world needs mothers who are mothers not merely in name but in every sense of the word. We may safely say that the distinctive duties of woman are more sacred, more holy, than those of man.

Let woman realize the sacredness of her work and in the strength and fear of God take up her life mission. Let her educate her children for usefulness in this world and for a home in the better world."—*"The Adventist Home,"* page 231.

FOR FURTHER STUDY: *"The Adventist Home,"* pages 231-273.

**Part 5**  
**THE ROLE OF**  
**THE CHILDREN**  
**Eph. 6:1-3**

**"Children, obey your parents in the Lord: for this is right. Honor thy father and mother; which is the first commandment with promise; that it may be well with thee, and thou mayest live long on the earth."**



**What relationship did God design should exist between children and parents? Ex. 20:12.**

"This is the first commandment with promise. It is binding upon childhood and youth, upon the middle-aged and the aged. There is no period in life when children are excused from honoring their parents. This solemn obligation is binding upon every son and daughter and is one of the conditions to their prolonging their lives upon the land which the Lord will give the faithful. This is not a subject unworthy of notice, but a matter of vital importance."—*The Adventist Home*, page 292.



**What should be the attitude of parents toward their children? Eph. 6:4.**

"Remember that children have rights which must be respected."—*Ibid.*, p. 306.

"Let none imagine . . . that harshness and severity are necessary to secure obedience. . . . There is danger of too severely criticizing small things. Criticism that is too severe, rules that are too rigid, lead to the disregard of all regulations; and by and by children thus educated will show the same disrespect for the laws of Christ."—*Ibid.*, pp. 308, 309.

**THINK IT THROUGH**

**Does a parent always know what is good for his children? Must a parent receive the honor and respect of his children even if he does not deserve it? When does a child's financial obligation toward his parents cease?**

"God cannot prosper those who go directly contrary to the plainest duty specified in His Word, the duty of children to their parents. . . . If they disrespect and dishonor their earthly parents, they will not respect and love their Creator."—"The Adventist Home," page 293.

"Prompt and continual obedience to wise parental rule will promote the

happiness of the children themselves, as well as the honor of God and the good of society. Children should learn that in submission to the laws of the household is their perfect liberty. Christians will learn the same lesson—that in their obedience to God's law is their perfect freedom."—"Child Guidance," page 79.

**Part 6**  
**THE PURPOSE**  
**OF THE HOME**  
**Ps. 144:12**

**"That our sons may be as plants grown up in their youth; that our daughters may be as cornerstones, polished after the similitude of a palace."**

The home is not to be a self-contained, uninvolved entity. It is not merely a place for humans to live and breed and die. It is not merely for the propagation of the human race. It has a higher destiny and purpose. The mission of the home extends beyond its own members. "The Christian home is to be an object lesson, illustrating the excellence of the true principles of life."—*The Ministry of Healing*, page 352.

"The Christian home is God's insurance of righteousness in the earth. The home can never be completely abolished without the race's slipping into promiscuity of sex relations, disintegration of government, and spiritual slavery. . . . To the extent that the ideal home is deprived of its rightful place and powers, to that extent will civilization descend. On the other hand, the more the home is built up to its original plan and purpose, and the better parents and prospective parents are fitted for their duties, the more virtuous, competent, and stable will be both state and society."—A. W. Spalding, *Makers of the Home*, page 29.

"A well-ordered Christian household is a powerful argument in favor of the reality of the Christian religion—an argument that the infidel cannot gainsay. All can see that there is an influence at work in the family that affects the children, and that the God of Abraham is with them. If the homes of professed Christians had a right religious mold, they would exert a mighty influence for good. They would indeed be the 'light of the world.'"—*The Adventist Home*, page 36.

**THINK IT THROUGH**

**Can a home really fulfill the plan of God when it shuts itself from all others and considers only its own existence?**

**What are some of the things that parents can do in the home to help their children become involved in service?**

"It is no small matter for a family to stand as representatives of Jesus, keeping God's law in an unbelieving community. We are required to be living

epistles known and read of all men. This position involves fearful responsibilities."—"The Adventist Home," pages 31, 32.

**FOR FURTHER STUDY:** "The Adventist Home," pages 31-35; "The Ministry of Healing," pages 388-394.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. Who is the architect of the home? \_\_\_\_\_.
2. Who is the builder of the home? \_\_\_\_\_.
3. The father is to be a dictator \_\_\_\_\_, director \_\_\_\_\_, in the home. He should rule over \_\_\_\_\_, respect \_\_\_\_\_ his wife.
4. True or False. The wife is to run the home if the husband is weak in leadership. \_\_\_\_\_
5. That children should obey parents "is not a subject unworthy of notice, but a \_\_\_\_\_ of \_\_\_\_\_."
6. The home is to serve as \_\_\_\_\_ and a \_\_\_\_\_.

(The answers are at the bottom of the page.)



## THE HOME IS A PARTNERSHIP **2**

**"Fulfill ye My joy, that ye be likeminded, having the same love, being of one accord, of one mind." Phil. 2:2.**

The nature of the home is best understood when one looks at it as a unit. To be successful it must be a partnership. Its success depends on cooperation. The strength of the home will be seen in its corporate activity. As the home is the basic unit in society, a truly Christian home will be a light to the world and a means of drawing others into the fulfillment of God's purpose.

As we spend this week studying the home in its structure as a partnership, we must keep in mind some of the guiding principles of any joint activity. We shall see how, by applying these principles in the home, we can enhance the unity of the family and develop between parents and children a relationship which will bring enduring happiness and joy.

### LESSON OUTLINE

- 1. Love the Prime Requisite**  
1 Cor. 13:13
- 2. Mutual Respect Is Essential**  
1 Cor. 7:3, 4
- 3. Mutual Forbearance**  
1 Cor. 13:4-7
- 4. A Share in Home Planning**  
Amos 3:3
- 5. A Loving Dialogue**  
Prov. 18:21
- 6. A Common Faith**  
2 Cor. 6:14

October 3

**Part 1**  
**LOVE THE PRIME**  
**REQUISITE**  
**1 Cor. 13:13**

**"And now abideth faith, hope, charity [love], these three; but the greatest of these is charity."**

The foundation of the home must be love—the love which is not primarily an emotion, but a principle. Love can only be understood in the light of the cross. At the cross the believer in Christ sees the fullest expression of that love. There Christ showed His ultimate concern; there He demonstrated love which would go to any length to provide the best for His own. If parents in a home are motivated in their thoughts and actions by such a principle, they can form a partnership that will bear the irritations of life and leave for their children a legacy that will prepare them for a future with God.

"Love is a precious gift, which we receive from Jesus. Pure and holy affection is not a feeling, but a principle. Those who are actuated by true love are neither unreasonable nor blind. Taught by the Holy Spirit, they love God supremely, and their neighbor as themselves."—*The Ministry of Healing*, pages 358, 359. Love "doth not behave itself unseemly, seeketh not her own, is not easily provoked." 1 Cor. 13:5.



**Why would the apostle encourage all parents to "put on love"? Col. 3:14.**

**THINK IT THROUGH**

**What is there about love that makes for a binding partnership? What is the difference between love as a principle and love as an emotion? Can there be true love in a home when one partner imposes his will upon the other?**

"Let each give love rather than exact it. Cultivate that which is noblest in yourselves, and be quick to recognize the good qualities in each other. The consciousness of being appreciated is a wonderful stimulus and satisfaction. Sympathy and respect encourage the striving after excellence, and love itself increases as it stimulates to nobler aims.

"Neither the husband nor the wife

should merge his or her individuality in that of the other. Each has a personal relation to God. Of Him each is to ask, 'What is right?' 'What is wrong?' 'How may I best fulfill life's purpose?' Let the wealth of your affection flow forth to Him who gave His life for you. Make Christ first and last and best in everything."—*The Ministry of Healing*, page 361.

**FOR FURTHER STUDY:** "The Adventist Home," pages 105-113.

October 4

**Part 2  
MUTUAL RESPECT  
IS ESSENTIAL**

1 Cor. 7:3, 4

**"Let the husband render unto the wife due benevolence: and likewise also the wife unto the husband. The wife hath not power of her own body, but the husband: and likewise also the husband hath not power of his own body, but the wife."**

If there is one thing above another which will create a rift in any marriage partnership, it is the desire of one partner to be above the other. Supremacy in marriage is not a worthwhile object to strive for. A true partnership in marriage can be achieved only when each shows respect to the other and treats him as an equal. In the Christian home the husband is to treat the wife with goodwill, honoring and cherishing her, learning to understand her needs and desires as she will learn to respect his.

"Neither the husband nor the wife should attempt to exercise over the other an arbitrary control. Do not try to compel each other to yield to your wishes. You cannot do this and retain each other's love. Be kind, patient, and forbearing, considerate, and courteous. By the grace of God you can succeed in making each other happy, as in your marriage vow you promised to do."—*The Ministry of Healing*, page 361.



**What does Peter say should be the relationship existing between husbands and wives? 1 Peter 3:7.**

The very warmth of the love that binds two hearts together, the closeness of contact of two lives joined as one, are to be guarded with devout prayer and watchful care.

**THINK IT THROUGH**

**What do we mean by the equality of husband and wife? In what way could husbands and wives best show their respect for each other?**

"If the will of God is fulfilled, the husband and wife will respect each other and cultivate love and confidence. Anything that would mar the peace and unity of the family should be firmly repressed, and kindness and love should be cherished. He who manifests the spirit of tenderness, forbear-

ance, and love will find that the same spirit will be reflected upon him. Where the Spirit of God reigns, there will be no talk of unsuitability in the marriage relation. If Christ indeed is formed within, the hope of glory, there will be union and love in the home."—"The Adventist Home," page 120.

FOR FURTHER STUDY: "The Ministry of Healing," pages 356-362.

October 5

**Part 3**  
**MUTUAL**  
**FORBEARANCE**  
**1 Cor. 13:4-7**

**"Charity suffereth long, and is kind; . . . beareth all things, believeth all things, hopeth all things, endureth all things."**

In marriage two individuals come closer and discover more about each other than in any other association in life. This is why the early period of marriage is a critical time. The care with which each has gone through the courtship tends to slip as the trials of living become very real. The weaknesses that had been zealously controlled begin to show through. It is very easy to see defects. If each learns the lessons of patience and forbearance, the partnership will grow strong and that strength will help each partner to overcome the defects that may be part of his character. The assurance of success in the building of a home lies in mutual love and forbearance.

"Though difficulties, perplexities, and discouragements may arise, let neither husband nor wife harbor the thought that their union is a mistake or a disappointment. Determine to be all that it is possible to be to each other. Continue the early attentions. In every way encourage each other in fighting the battles of life. Study to advance the happiness of each other. Let there be mutual love, mutual forbearance. Then marriage, instead of being the end of love, will be as it were the very beginning of love."—*The Ministry of Healing*, page 360.



**What admonition to all Christians applies especially to husbands and wives? Rom. 12:10.**

"We cannot cherish home affection with too much care; for the home, if the Spirit of the Lord dwells there, is a type of heaven. . . . If one errs, the other will exercise Christlike forbearance and not draw coldly away."—*The Adventist Home*, page 118.

**THINK IT THROUGH**

**Is there ever a time when a husband or wife can come to the limit in forbearance? What is the relationship between forbearance and infidelity?**

"Without mutual forbearance and love no earthly power can hold you and your husband in the bonds of Christian unity. Your companionship in the marriage relation should be close and tender, holy and elevated, breathing a spiritual power into your lives,

that you may be everything to each other that God's Word requires. When you reach the condition that the Lord desires you to reach, you will find heaven below and God in your life."  
—*The Adventist Home*, page 112.

**FOR FURTHER STUDY:** "The Adventist Home," pages 114-128.

October 6

**Part 4**  
**A SHARE IN**  
**HOME PLANNING**  
**Amos 3:3**

**"Can two walk together, except they be agreed?"**

Our text provides a very important thought which will make a home either a partnership or a chaotic situation. In too many cases husbands and wives find themselves at variance as to how to govern the home. There are those who think that because they are the head of the home all decisions are to be made by them irrespective of how the wife feels. This was never the plan of God in the forming of the home. A home which is run on this basis may soon disintegrate, and the husband and wife often go their separate ways before many summers come and go. When the prophet says that it is difficult for two to walk together unless they are agreed, he is suggesting an essential principle of a happy home. Both husband and wife hold the responsibility for the home. They are both to come together and share in the destiny of their children. Counseling together, they are to plan a course of action which will help the whole family toward God and heaven. It is good for any husband and wife to remember the words of Eccl. 4:9-12.



**In giving man a companion, how did God emphasize this principle of corporate planning and action by husband and wife? Gen. 2:18.**

"The happiness and prosperity of the marriage relation depends upon the unity of the parties."—*Patriarchs and Prophets*, page 174. As a "helpmeet" the wife is to be a counselor and help in the building of the home.

**THINK IT THROUGH**

**What can a wife do when she finds herself not being included in any of the decisions having to do with her home? What are the ways in which a wife can truly be a fellow planner of the home? What part should a wife play in the devotional aspect of the home?**

"Let the husband and wife study each other's happiness, never failing in the small courtesies and little kindly acts that cheer and brighten the life. Perfect confidence should exist between husband and wife. Together they should consider their responsibilities. Together they should work for the highest good of their children. Never

should they in the presence of the children criticize each other's plans or question each other's judgment. Let the wife be careful not to make the husband's work more difficult. Let the husband hold up the hands of his wife, giving her wise counsel and loving encouragement."—*"The Ministry of Healing,"* pages 393, 394.

FOR FURTHER STUDY: "The Ministry of Healing," pages 371-378.

**Part 5**  
**A LOVING**  
**DIALOGUE**  
**Prov. 18:21**

**"Death and life are in the power of the tongue: and they that love it shall eat the fruit thereof."**

More unhappiness can result from a communications failure than from any other one cause. When problems and disagreements arise, many couples aggravate the trouble by a failure to discuss their problems. But it is only by a free and open exchange between husband and wife that many a disagreement can be avoided. Two people who are truly in love desire to know each other more and more as the years go by. In this knowledge they will find a closeness which will bind them together and will be a source of strength for each as they face the problems of life together. In no better way can this be accomplished than by an exchange of thoughts and ideas, of goals and ambitions. There is no place in the Christian home for a wife to live in loneliness because of a lack of communication. There is no place in the Christian home for a man or wife to speak only in grunts or well-aimed stinging words. The marriage will grow ever sweeter and stronger in the exchange of words that represent a living and loving dialogue.

**THINK IT THROUGH**

**How much should a wife say to her husband about herself? And he about himself? What are the important things that husband and wife should talk about? What conversations should they avoid when the children are present?**

It takes a rugged purpose, and daily touch with God, and pure habits of life for married people to continue the respect for each other and the little courtesies with which their friendship began. But if there is genuine reverence for God, there will certainly be due respect, admiration, and charity for each other.

"Let knowledge grow from more to more  
But more of reverence in us dwell;  
That mind and soul according well,  
May make one music as before.  
But vaster."

—Tennyson

"A house with love in it, where love is expressed in words and looks and deeds, is a place where angels love to manifest their presence and hallow the scene by rays of light from glory. There the humble household duties have a charm in them. None of life's duties will be unpleasant to your wife under such circumstances. She will perform them with cheerfulness of spirit and will be like a sunbeam to all around her, and she will be making melody in her heart to the Lord. . . . There is a serious lack of love's precious influence which leads to kindly attentions. Love should be seen in the looks and manners and heard in the tones of the voice."—"The Adventist Home," page 109.

FOR FURTHER STUDY: "Messages to Young People," pages 453-466.

**Part 6**  
**A COMMON FAITH**  
**2 Cor. 6:14**

**"Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with unrighteousness? and what communion hath light with darkness?"**

Unless husband and wife see eye to eye in the basic elements of religious faith, they cannot be one in purpose. So far as possible, then, provision for this unity should be made at the very beginning, by selecting a mate from the same church fellowship. It is granted that being members of the same church does not in itself ensure spiritual unity. And sometimes the faith of either husband or wife may grow cold or their experience may undergo a change. Still it is no advantage, indeed it is folly, to accept consciously such a division at the beginning.



**Why did Moses admonish the Israelites not to intermarry with the Canaanites? Deut. 7:3, 4.**

"There is in the Christian world an astonishing, alarming indifference to the teaching of God's Word in regard to the marriage of Christians with unbelievers. Many who profess to love and fear God choose to follow the bent of their own minds rather than take counsel of Infinite Wisdom. In a matter which vitally concerns the happiness and well-being of both parties for this world and the next, reason, judgment, and the fear of God are set aside, and blind impulse, stubborn determination, is allowed to control. . . . All this is as Satan would have it. . . . It is no easy thing to decide what advice can be given to these unfortunate ones, or how their hard lot can be lightened; but their sad experience should be a warning to others."—*Testimonies*, Vol. 5, pp. 365, 366.

**THINK IT THROUGH**

**Can this principle of not marrying an unbeliever apply to an Adventist who has no real experience with God?**

"Let those who are contemplating marriage weigh every sentiment and watch every development of character in the one with whom they think to unite their life destiny. Let every step toward a marriage alliance be characterized by modesty, simplicity, sincerity, and an earnest purpose to please and honor God. Marriage affects the afterlife both in this world and in the world to come. A sincere

Christian will make no plans that God cannot approve.

"If you are blessed with God-fearing parents, seek counsel of them. Open to them your hopes and plans, learn the lessons which their life experiences have taught, and you will be saved many a heartache. Above all, make Christ your counselor. Study His Word with prayer."—"The Ministry of Healing," page 359.

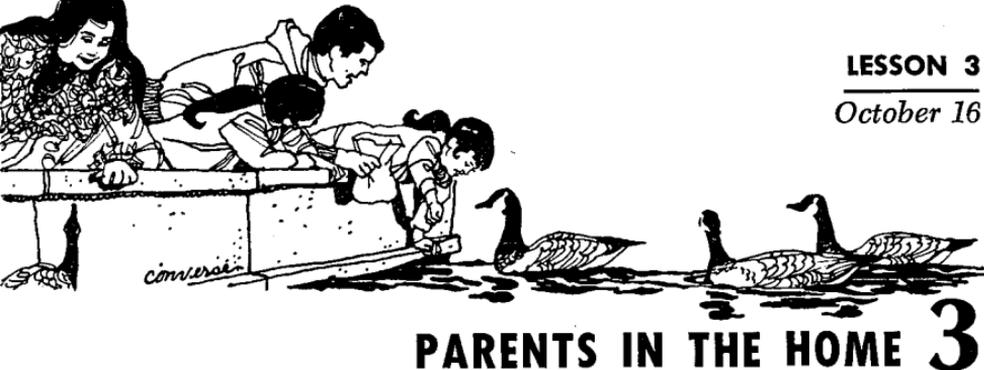
**FOR FURTHER STUDY:** "The Adventist Home," pages 434-443.

Answers: (1) love; (2) True, False, False; (3) early attentions, happiness; (4) Gen. 2:18; (5) communications; (6) unbelievers would lead them from God.

(The answers are at the bottom of the page.)

6. Why did God counsel through Moses that the Israelites not intermarry with the Canaanites?  
\_\_\_\_\_ in \_\_\_\_\_
5. A chief cause of unhappiness and even failure in marriage is a breakdown to cooperate and share in family planning?
4. What text in Genesis illustrates to us that God intended for man and wife of each other?"
3. "Continue the \_\_\_\_\_ . . . Study to advance the \_\_\_\_\_  
All show of tenderness or forbearance should be repressed. \_\_\_\_\_  
The husband should establish arbitrary control. \_\_\_\_\_  
Mutual respect is essential in marriage. \_\_\_\_\_
2. True or False:
1. What is the prime requisite for a true partnership in the home?

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**



## PARENTS IN THE HOME 3

**"Children's children are the crown of old men; and the glory of children are their fathers." Prov. 17:6.**

It is the parents who provide the foundation upon which the home is built. The success of any home is in a great degree dependent upon the character and direction of the parents. They are the builders of the home. Their influence molds it for good or for evil. This responsibility is, of course, one which rests upon both parents. No man can plead that his business does not allow him to fulfill his part. For it does not matter how devoted the mother is to the task, the absence of the father in this work will stand in the way of any lasting results. There are certain responsibilities that parenthood imposes, and in this lesson we shall call attention to some which are important in making parenthood a success.

### KEY THOUGHTS

1. *Preparation*—Parenthood is not a duty into which one stumbles without forethought. When we talk about planned parenthood, the emphasis is usually upon controlling the conception of children. It would be well to shift the emphasis to the qualifications of the parents, for much thoughtful consideration should go into the roles of the mother and the father of a child. The responsibilities which this step involves should be entered into with all seriousness. There should be a physical, mental, and spiritual preparation in the planning for children. When a child is born, two parents are made. Then it is too late to wonder whether they are fit or ready for such an undertaking.

2. *Education*—As a parent you have a responsibility to your children to keep abreast of what is best and proper for them. There are those parents who spend

more time keeping in touch with the latest on cars and houses than on how best to prepare their children for life. And initial preparation is not enough. There must be a continual learning.

3. *Dedication*—There is no such thing as weekend parenthood. There is too much of the feeling that during the week it is up to the school and that the parents' concern is only for the weekend. The task of parenthood is a work which asks for the whole of the parent's life. This may seem to be asking a lot, but if you give life to children, they demand the attention. A parent then must be dedicated to the task of caring for and training his children until they are launched into life. The commitment is truly demanding, but the rewards are worth the effort.

### LESSON OUTLINE

1. **Family Morale**  
Prov. 15:4
2. **Teaching**  
Deut. 6:7
3. **Religious Education**  
Deut. 6:4-7
4. **Discipline**  
Eph. 6:1-4, Phillips
5. **Courtesy—Etiquette**  
1 Peter 3:8, Phillips
6. **Healthful Living**  
3 John 2, Phillips

**Part 1**  
**FAMILY MORALE**  
**Prov. 15:4**

**"A wholesome tongue is a tree of life: but perverse-  
ness therein is a breach in the spirit."**

Spirit and atmosphere of the home is primarily a responsibility of the parents. The cheerfulness of the home will depend on how parents relate to life with its hardships or its joys. The parents can promote a spirit of tranquillity and peace or a spirit of contention. This is determined by the parents' attitudes and words. It will be determined also in their disposition. Theirs will be either a spirit of optimism, faith, and love, or one of pessimism, unbelief, and hostility. The children's attitude toward religion and toward the church will be determined to a great degree by the attitudes of their parents to these things. And this attitude and outlook on every part of life will be carried from the home into the world.

"Parents, be cheerful, not common and cheap, but be thankful and obedient and submissive to your heavenly Father. You are not at liberty to act out your feelings if things should arise that irritate. Winning love is to be like deep waters, ever flowing forth in the management of your children. They are the lambs of the flock of God. Bring your little ones to Christ. If parents would educate their children to be pleasant, they should never speak in a scolding manner to them. Educate yourself to carry a pleasant countenance, and bring all the sweetness and melody possible into your voice. The angels of God are ever near your little ones, and your harsh loud tones of fretfulness are not pleasant to their ears."  
—*The Adventist Home*, page 432.



**Knowing the influence of words, what does the apostle suggest about our speech at all times? Col. 4:6.**

**THINK IT THROUGH**

**If a child develops a spirit of contention and bitterness, is it always the parent's fault? How does a parent develop a spirit which will contribute to his children's disposition?**

"Home should be a place where cheerfulness, courtesy, and love abide; and where these graces dwell, there will abide happiness and peace. Troubles may invade, but these are the lot of humanity. Let patience, gratitude, and love keep sunshine in the heart, though the day may be ever so cloudy. In such homes angels of God abide."—"The Ministry of Healing," page 393.

"Above all things else, let parents

surround their children with an atmosphere of cheerfulness, courtesy, and love. A home where love dwells, and where it is expressed in looks, in words, and in acts, is a place where angels delight to manifest their presence.

"Parents, let the sunshine of love, cheerfulness, and happy contentment enter your own hearts; and let its sweet, cheering influence pervade your home."—"Child Guidance," page 146.

**FOR FURTHER STUDY:** "Child Guidance," pages 146-149.

October 11

**Part 2**  
**TEACHING**

**Deut. 6:7**

**"And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."**

It was always the plan of God that parents should be the teachers for their children. When Israel was brought out of Egypt, He again emphasized the work of the parents as teachers. Unfortunately in many instances this has been overlooked by modern parents. They have relinquished their responsibility and left it all for the teacher in the school. However, the school is to be a supplement for the work which is done in the home by mothers and fathers. In the final analysis, it is in the home where children are prepared for school and for life. See *The Adventist Home*, page 185. The responsibility of being teachers to their children is most important, and to neglect it is to rob the children of that which will prepare them for life.

"Parents should not lightly regard the work of training their children, nor neglect it upon any account. They should employ much time in careful study of the laws which regulate our being. They should make it their first object to become intelligent in regard to the proper manner of dealing with their children, that they may secure to them sound minds in sound bodies."—*Child Guidance*, pages 21, 22.



**According to the wise man, why is parental teaching so important? Prov. 22:6.**

**THINK IT THROUGH**

**Why is the instruction of parents so important to a child? What are some of the things which children can learn from parents which they may not receive in school?**

"Will parents review their work in the educating and training of their children, and consider whether they have done their whole duty in hope and faith that these children may be a crown of rejoicing in the day of the Lord Jesus? Have they so labored for the welfare of their children that Jesus

can look down from heaven and by the gift of His Spirit sanctify their efforts? Parents, it may be yours to prepare your children for the highest usefulness in this life, and to share at last the glory of that which is to come."—*"Child Guidance,"* page 25.

**FOR FURTHER STUDY:** *"The Adventist Home,"* pages 181-186.

October 12

**Part 3  
RELIGIOUS  
EDUCATION**

**Deut. 6:4-7**

**"Hear, O Israel: The Lord our God is one Lord: and thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children."**

A child first learns about God from his parents. He should also learn from his parents the place that God should hold in his life. He catches the sincerity and reality of God from the relationship of his parents with God. The foundation, then, for the religious life of the child is laid by the parents, and on this foundation is built their future spiritual faith. The meaning of God is learned at home. If God is not taken seriously, this attitude will be passed along to the children. If the children never see their parents pray, they will consider that God does not matter much. This makes the practice of family worship important. For when it is entered into with sincerity and devotion, when the children see their parents in this act of commitment and worship, the children will come to believe in the importance of God for life. The worship time will then become a symbol to the whole family that God stands at the center of all family activity. It will be seen by the children that the Bible is more than a book for display; it is truly a book for life. And in this religious education of the family both father and mother should share.

**THINK IT THROUGH**

**How can we make the relationship with God a reality to our children? What are some of the reasons for the neglect of worship in the home? Who should take the initiative in the religious education of the children? Why?**

"From the earliest age a wise education in Christ's lines is to be begun and carried forward. When the children's hearts are impressible, they are to be taught concerning eternal realities."—"The Adventist Home," page 320.

"Parents make a most terrible mistake when they neglect the work of giving their children religious training,

thinking that they will come out all right in the future and, as they get older, will of themselves be anxious for a religious experience. Cannot you see, parents, that if you do not plant the precious seeds of truth, of love, of heavenly attributes, in the heart, Satan will sow the field of the heart with tares?"—"Ibid.," p. 319.

**FOR FURTHER STUDY:** "The Adventist Home," pages 317-325.

October 13

**Part 4  
DISCIPLINE**

**Eph. 6:1-4,  
Phillips**

**"Children, the right thing for you to do is to obey your parents as those whom God has set over you. The first commandment to contain a promise was: Honor thy father and thy mother that it may be well with thee, and that thou mayest live long on the earth. Fathers, don't over-correct your children or make it difficult for them to obey the commandment. Bring them up with Christian teaching in Christian discipline."**



**What is the duty of children to parents and the duty of parents to children? Col. 3:20, 21.**

Of all the responsibilities that fall to parents, discipline is perhaps the most delicate. It is here that the relationship between parent and child will be made or broken. It is in the realm of discipline that the parent must look seriously and earnestly into his own heart. For discipline may flow either from emotional troubles or out of a heart that loves enough that it may have to hurt in order to help. In many cases discipline is a form of retaliation on the child for his "affront" to parental authority.



**What are the results of correct home discipline?**

"One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established. Thus, to a great degree, may be prevented those later conflicts between will and authority that do so much to create alienation and bitterness toward parents and teachers, and too often resistance of all authority, human and divine."—*Education*, page 287.

**THINK IT THROUGH**

**Who is responsible for the discipline in the home? What does it mean to provoke your children? Is physical discipline a good way to teach children obedience?**

"It requires skill and patient effort to mold the young in the right manner. Especially do children who have come into the world burdened with a heritage of evil, the direct results of the sins of their parents, need the most careful culture to develop and strengthen their moral and intellectual faculties. And the responsibility of the

parents is heavy indeed. Evil tendencies are to be carefully restrained and tenderly rebuked; the mind is to be stimulated in favor of the right. The child should be encouraged in attempting to govern himself. And all this is to be done judiciously, or the purpose desired will be frustrated."—"Child Guidance," page 228.

**FOR FURTHER STUDY: "Counsels to Teachers," pages 111-118.**

October 14

**Part 5**  
**COURTESY—**  
**ETIQUETTE**  
**1 Peter 3:8,**  
**Phillips**

**"To sum up, you should all be of one mind living like brothers with true love and sympathy for one another, generous and courteous at all times."**

Training in courtesy and etiquette in many homes is overlooked as something that belongs only to the rich and the elite in society. This attitude is the result of a misunderstanding of courtesy and etiquette. There is much more to etiquette and courtesy than simply doing the right thing at the right time. These are social disciplines which express thoughtfulness and respect to others. To be courteous is to be thoughtful. Etiquette codifies thoughtfulness in such a way that it may become a guide in our treatment of people as we learn to be considerate of others. A Christian should be naturally the most thoughtful person. To teach children courtesy with some rules of etiquette is to teach them to be thoughtful and considerate of others. "The principles of heaven are to be brought into the government of the home. Every child is to be taught to be polite, compassionate, loving, pitiful, courteous, tender-hearted."—*Child Guidance*, page 143.

**THINK IT THROUGH**

**What are some rules of etiquette which are valuable to a Christian? Is it possible for a Christian to be refined? What are some of the ways that a parent can teach his children how to be courteous?**

"The essence of true politeness is consideration for others. The essential, enduring education is that which broadens the sympathies and encourages universal kindness. That so-called culture which does not make a youth deferential toward his parents, appreciative of their excellences, forbearing toward their defects, and helpful to their necessities; which does not

make him considerate and tender, generous and helpful toward the young, the old, and the unfortunate, and courteous toward all is a failure."—"The Adventist Home," page 423.

"A kind, courteous Christian is the most powerful argument that can be produced in favor of Christianity."—"Gospel Workers," page 122.

FOR FURTHER STUDY: "Child Guidance," pages 143-145.

October 15

Part 6  
HEALTHFUL  
LIVING

3 John 2, Phillips

"My heartfelt prayer for you, my very dear friend, is that you be as healthy and prosperous in every way as you are in soul."



What should parents teach their children regarding their bodies? 1 Cor. 6:19, 20.

Of all the responsibilities which have been overlooked by parents most frequently is one which pertains to healthful living. Yet the present and future happiness of their children depends on their understanding and obeying the rules of health. Much of the illness which plagues thousands could be avoided if only, as children, they had been given the right instruction in health. "The first study of the young should be to know themselves and how to keep their bodies in health."—*Testimonies*, Vol. 3, p. 142.

"In the early education of children, many parents and teachers fail to understand that the greatest attention needs to be given to the physical constitution, that a healthy condition of body and brain can be secured.

"The future happiness of your families and the welfare of society depend largely upon the physical and moral education which your children receive in the first years of their life."—*Child Guidance*, page 103.

THINK IT THROUGH

Why is it difficult to hold to the middle of the road in discussions relating to health? How can this problem be rectified? What areas of life does health reform cover?

"Healthful living must be made a family matter. Parents should awake to their God-given responsibilities. Let them study the principles of health reform and teach their children that the path of self-denial is the only path of safety."—*Child Guidance*, page 104.

"Teach your children to study from cause to effect; show them that if they violate the laws of their being, they must pay the penalty by suffering dis-

ease. If in your effort you can see no special improvement, be not discouraged; patiently instruct, line upon line, precept upon precept, here a little and there a little. . . . Press on until the victory is gained. Continue to teach your children in regard to their own bodies, and how to take care of them. Recklessness in regard to bodily health tends to recklessness in moral character."—*Ibid.*"

FOR FURTHER STUDY: "The Ministry of Healing," pages 295-310.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. "Home should be a place where \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ abide."
2. What is the most important responsibility of parents?
3. True or False:  
A child first learns about God in Sabbath School or church. \_\_\_\_\_  
A child can begin learning eternal realities at the earliest age. \_\_\_\_\_  
Most children will turn out all right if allowed to wait until they want religious training. \_\_\_\_\_
4. What is the influence of a good Christian home?
5. "The essence of true politeness is \_\_\_\_\_ for \_\_\_\_\_."
6. "Recklessness in regard to bodily \_\_\_\_\_ tends to recklessness in \_\_\_\_\_."

(The answers are at the bottom of the page.)



## FINDING JOY IN WORSHIP 4

**"Let us therefore come boldly unto the throne of grace, that we may obtain mercy, and find grace to help in time of need." Heb. 4:16.**

The core of Christian experience is found in worship. If we read our Saviour's life and works aright, especially the beginning of the Sermon on the Mount, we find that one of His chief concerns is for the happiness of those who are called by His name. Surely, then, the most central experience of life should be the most joyful. We think of prayer in its broadest aspects as the chief expression of worship in the Christian life. The person who finds the true joy inherent in the Christian experience will indeed be able to come boldly, joyfully, to the throne of grace. Even when coming for mercy and help, one can find a note of joy from the assurance that our coming to Him is not in vain.

This lesson is designed to explore the possibilities of the family altar as a means of making the worship of God the truly thrilling and joyful experience it can and should be. Whether the home is of a childless couple or a large family, the time of worship can be not only a joyful experience, but a stabilizing influence as well. The saying that "The family that prays together, stays together" is still true. It may be that the establishment of the family

altar along with faithful attendance at Sabbath worship services and prayer meeting would do much to bridge the "generation gap" we hear so much about today.

### LESSON OUTLINE

- 1. Worship Is Natural to the Christian**  
Ps. 95:1, 2, 6, 7
- 2. The Need and Place of Worship in the Home**  
Job 1:5
- 3. The Scriptures and Worship**  
Ps. 119:105
- 4. Preparation for Public Worship**  
Ex. 20:8-11
- 5. Sabbath Worship**  
Hab. 2:20
- 6. Sabbath Opportunities for Study and Service**  
Mark 2:27

**Part 1  
WORSHIP IS  
NATURAL TO  
THE CHRISTIAN**

**"O come, let us sing unto the Lord: let us make a joyful noise to the Rock of our salvation. Let us come before His presence with thanksgiving, and make a joyful noise unto Him with psalms."**

**"O come, let us worship and bow down: let us kneel before the Lord our Maker. For He is our God; and we are the people of His pasture, and the sheep of His hand."**

**Ps. 95:1, 2, 6, 7**



**There is a joyful note throughout this psalm. What seems to be the basic reason for joyfulness? Ps. 95:7.**

From the very beginning man has worshiped. Worship and love welled up in the hearts of Adam and Eve even after they were driven from their Eden home.

"The fallen race were long permitted to gaze upon the home of innocence, their entrance barred only by the watching angels. At the cherubim-guarded gate of Paradise the divine glory was revealed. Hither came Adam and his sons to worship God."—*Patriarchs and Prophets*, page 62.

Jacob's experience when he was fleeing from his brother's wrath illustrates man's normal desire to call upon God.

"And Jacob awaked out of his sleep, and he said, Surely the Lord is in this place; and I knew it not. And he was afraid, and said, How dreadful is this place! this is none other but the house of God, and this is the gate of heaven. And Jacob rose up early in the morning, and took the stone that he had put for his pillows, and set it up for a pillar, and poured oil upon the top of it. And he called the name of that place Bethel. . . . This stone, which I have set for a pillar, shall be God's house." Gen. 28:16-22.



**How does the psalmist symbolize our need for communion with God? Ps. 42:1.**

**THINK IT THROUGH**

**What does it mean to worship? Why does man need to worship? Is going to church the only way to worship?**

"God desires His obedient children to claim His blessing and to come before Him with praise and thanksgiving. . . . He has done for His chosen people that which should inspire every heart with thanksgiving, and it grieves Him

that so little praise is offered. He desires to have a stronger expression from His people, showing that they know they have reason for joy and gladness."—"Testimonies," Vol. 6, page 364.

**FOR FURTHER STUDY:** "The Great Controversy," pages 433-438; "Patriarchs and Prophets," page 336; "The Desire of Ages," pages 154-166.

**Part 2**  
**THE NEED AND**  
**PLACE OF WORSHIP**  
**IN THE HOME**  
**Job 1:5**

**"Job sent and sanctified them, and rose up early in the morning, and offered burnt offerings according to the number of them all."**

The experience of Job reveals to all the need and place of worship in the home. Man is a dependent creature in need of assistance in living. We are not only dependent on God for the air we breathe but also for His protection from danger and from the forces of evil. Worship is the acknowledgment of this dependence on God and thanksgiving for God's care over us. For a Christian home, worship is as essential as the meals and the shelter that it provides. These provisions are essential for the physical well-being of the family. Worship is essential for the spiritual as well as the physical safety of the family.

"Before leaving the house for labor, all the family should be called together; and the father, or the mother in the father's absence, should plead fervently with God to keep them through the day. Come in humility, with a heart full of tenderness, and with a sense of the temptations and dangers before yourselves and your children; by faith bind them upon the altar, entreating for them the care of the Lord. Ministering angels will guard children who are thus dedicated to God."  
—*Child Guidance*, page 519.



**What is the Biblical assurance that God will hear and answer the prayers of parents and children at such sessions of worship? James 5:16?**

**THINK IT THROUGH**

**What are some of the ways by which worship can be made living and dynamic? What are some of the things that might discourage a young person in worship?**

"If ever there was a time when every house should be a house of prayer, it is now. Infidelity and skepticism prevail. Iniquity abounds. Corruption flows in the vital currents of the soul, and rebellion against God breaks out in the life. Enslaved by sin, the moral powers are under the tyranny of Satan. The soul is made the sport of his temptations; and unless some mighty arm is stretched out to rescue him, man goes where the arch-rebel leads the way.

"And yet, in this time of fearful peril, some who profess to be Chris-

tians have no family worship. They do not honor God in the home; they do not teach their children to love and fear Him. Many have separated themselves so far from Him that they feel under condemnation in approaching Him. They cannot 'come boldly unto the throne of grace,' 'lifting up holy hands, without wrath and doubting.' Hebrews 4:16; 1 Timothy 2:8. They have not a living connection with God. Theirs is a form of godliness without the power."—*Child Guidance*, pages 517, 518.

**FOR FURTHER STUDY:** "The Ministry of Healing," pages 395-401.

October 19

**Part 3**  
**THE SCRIPTURES**  
**AND WORSHIP**  
**Ps. 119:105**

**"Thy Word is a lamp unto my feet, and a light unto my path."**

The Scriptures are a revelation of God and His purpose for man. In order for a person to know what his life on earth is to mean he must become acquainted with what God has revealed in the Scriptures. There He has had written for our good the origins of the human race, the reasons for the creation of man, and the purpose for life. The reason man has gone so far astray is that he has thwarted the plan and purpose of God for himself. Man realizes that something is wrong and is endeavoring in every imaginable way to solve his dilemma, in many cases without God. For man to regain his lost estate he must discover the perfect plan of God for His creation and accept that plan as the guide to abundant living. The Bible reveals not only the plan but also man's problem and the solution to his problem. The act of worship, whether family or public, is the way by which man comes face to face with the will and love of God as revealed in the Scriptures.

"We all need a guide through the many strait places in life as much as the sailor needs a pilot over the sandy bar or up the rocky river, and where is this guide to be found? We point you, dear brethren, to the Bible. Inspired of God, written by holy men, it points out with great clearness and precision the duties of both old and young. . . . Take it as the man of your counsel, the rule of your daily life."—*Testimonies*, Vol. 5, p. 264.



**What does the apostle say the Scriptures are good for? And to what point will they lead in the fulfillment of God's plan for man? 2 Tim. 3:16, 17.**

**THINK IT THROUGH**

**Should the Scriptures be considered as a book of instructions to be followed like a rule book? In what way will the Bible help me to find the purpose for my life?**

"In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship. The hours of morning and evening worship should be the sweetest and most helpful of the day. Let it be understood that into these hours no troubled, unkind thoughts are to intrude; that parents and children assemble to meet with Jesus, and to invite into the home the presence of holy angels. . . . Let all join in the Bible reading and learn and often repeat God's law. It will add

to the interest of the children if they are sometimes permitted to select the reading. Question them upon it, and let them ask questions. . . .

"To make such a service what it should be, thought should be given to preparation. And parents should take time daily for Bible study with their children. No doubt it will require effort and planning and some sacrifice to accomplish this; but the effort will be richly repaid."—"Education," page 186.

**FOR FURTHER STUDY:** "Counsels to Teachers," pages 107-118.

October 20

**Part 4**  
**FAMILY WORSHIP, A**  
**PREPARATION FOR**  
**PUBLIC WORSHIP**

**"Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all thy work: but the seventh day is the Sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates: for in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the Lord blessed the Sabbath day, and hallowed it."**

**Ex. 20:8-11**

Thus far we have been discussing the place of worship in the home. However, family worship is not an end in itself but moves on to a wider form of worship. Worship in the home may very easily be seen as a preparation for that expanded worship we experience in the weekly church services. Much of the spiritual awareness which may be received in Sabbath worship can be lost through the week as one pursues his livelihood. The daily worship at home helps to maintain the spiritual sensitivity which has been gained at such convocations. It prepares for the coming Sabbath. Too many wait for the last fleeting moments of the working part of the week to prepare physically and spiritually for the Sabbath. It is no wonder that little is received by some at worship services. When six days have been filled only with bargaining, work, and television, the mind cannot shift so quickly to the spiritual.



**For what higher worship does the Sabbath worship in turn prepare us? Isa. 66:22, 23.**

"To the humble, believing soul, the house of God on earth is the gate of heaven. The song of praise, the prayer, the words spoken by Christ's representatives, are God's appointed agencies to prepare a people for the church above, for that loftier worship into which there can enter nothing that defileth."—*Testimonies*, Vol. 5, p. 491.

**THINK IT THROUGH**

**In what ways does the family worship prepare me for Sabbath worship? Why does the Bible speak so much about worship?**

"We do not obtain a hundredth part of the blessing we should obtain from assembling together to worship God. Our perceptive faculties need sharpening. . . .

"We must carry to every religious gathering a quickened spiritual consciousness that God and His angels are there, cooperating with all true wor-

shippers. As you enter the place of worship, ask the Lord to remove all evil from your heart. Bring to His house only that which He can bless. Kneel before God in His temple, and consecrate to Him His own, which He has purchased with the blood of Christ."—*"Testimonies,"* Vol. 6, pp. 362, 363.

**FOR FURTHER STUDY: "Testimonies," Vol. 6, pp. 349-356.**

**Part 5**  
**SABBATH WORSHIP**  
**Hab. 2:20**

**"The Lord is in His holy temple: let all the earth keep silence before Him."**

Prepared by our daily worship and private devotions we now carry that personal relationship with God with us into the higher worship on the Sabbath. It is a divine appointment which should be taken seriously. For we as creatures are to come before the great God who is our loving Father.



**In view of this fact, what attitude should characterize our conduct in the house of God? Eccl. 5:1.**

"If some have to wait a few minutes before the meeting begins, let them maintain a true spirit of devotion by silent meditation, keeping the heart uplifted to God in prayer that the service may be of special benefit to their own hearts and lead to the conviction and conversion of other souls."—*Testimonies*, Vol. 5, p. 492.



**What is the parent's responsibility regarding his children and church worship?**

"Too often children are allowed to grow up without religion because their parents think they are too young to have Christian duties enjoined upon them. . . .

"Parents stand in the place of God to their children to tell them what they must do and what they must not do with firmness and perfect self-control. Every effort made for them with kindness and self-control will cultivate in their characters the elements of firmness and decision. . . .

"Fathers and mothers are in duty bound to settle this question early so that the child will no more think of breaking the Sabbath, neglecting religious worship and family prayer than he would think of stealing. Parents' own hands must build the barrier."—*The Adventist Home*, page 320.

**THINK IT THROUGH**

**Is it true that a family that worships together is in reality able to solve its differences and problems? Why is this so?**

"The temple of God is opened in heaven, and the threshold is flushed with the glory which is for every church that will love God and keep His commandments."—*Testimonies*, Vol. 6, p. 368.

"Parents, . . . teach them [the chil-

dren] to have the highest reverence for the house of God and to understand that when they enter the Lord's house it should be with hearts that are softened and subdued."—*Ibid.*, Vol. 5, p. 494.

FOR FURTHER STUDY: *Testimonies*, Vol. 6, pp. 356-358.

**Part 6**  
**SABBATH OPPORTU-**  
**NITIES FOR STUDY**  
**AND SERVICE**

**"And He said unto them, The Sabbath was made for man, and not man for the Sabbath."**

A study of the experience of Christ and His disciples in a grainfield on the Sabbath brings to mind the greatest lesson we can learn about the Sabbath.

If the Sabbath was truly made for man, what guidance can this give us for Sabbath activity? Why was man given a Sabbath?



**Is there ever an occasion when one may transgress the Sabbath commandment and not sin? Matt. 12:11, 12.**



**Aside from the study of His Word, in what other way may we know about God? Ps. 19:1.**

"We are not to teach our children that they must not be happy on the Sabbath, that it is wrong to walk out-of-doors. Oh, no. Christ led His disciples out by the lakeside on the Sabbath day and taught them. His sermons on the Sabbath were not always preached within enclosed walls."—*Child Guidance*, pages 533, 534.

"Teach the children to see Christ in nature. Take them out into the open air, under the noble trees, into the garden; and in all the wonderful works of creation teach them to see an expression of His love. . . . Do not weary them with long prayers and tedious exhortations, but through nature's object lessons teach them obedience to the law of God."—*The Desire of Ages*, pages 516, 517.

**THINK IT THROUGH**

**What are good Sabbath missionary activities? How can I best use the gift of the Sabbath as a means of developing my Christian experience and that of my children?**

"As the sun goes down, let the voice of prayer and the hymn of praise mark the close of the sacred hours and invite God's presence through the cares of the week of labor.

"Thus parents can make the Sabbath, as it should be, the most joyful day of the week. They can lead their children to regard it as a delight, the day of days, the holy of the Lord, honorable. . . .

"As long as they live the instruction given in childhood and youth will be a blessing."—"Testimonies," Vol. 6, p. 359.

"As God ceased His labor of creating, and rested upon the Sabbath and blessed it, so man is to leave the occupations of his daily life, and devote those sacred hours to healthful rest, to worship, and to holy deeds."—"The Desire of Ages," page 207.

**FOR FURTHER STUDY:** "The Ministry of Healing," pages 409-426.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. The core of Christian experience is found in \_\_\_\_\_.
2. What promise is made regarding children who are dedicated to the Lord each morning in family worship? \_\_\_\_\_
3. Parents should take time \_\_\_\_\_ for \_\_\_\_\_ with their children.
4. How does family worship contribute to worship on Sabbath? \_\_\_\_\_
5. What responsibility do parents have regarding their children and the service of the church? \_\_\_\_\_
6. What other study can we enter into on Sabbath besides the study of the Bible? \_\_\_\_\_

(The answers are at the bottom of the page.)



## DISCIPLINE IN THE MODERN HOME 5

**"And whosoever will, let him take the water of life freely." Rev. 22:17.**

In an age characterized by a general lowering of moral standards and a continuing disregard for law and law enforcement, parents find value in taking time to think through the subject of discipline. Here we have a term used quite commonly by people on all levels of society, yet one which is much misunderstood. While the usual connotation is that of restraint and force, to get a valid meaning for discipline we must see it in its relation to the individual. A follower requires a leader, and good discipline is the art of leading.

Wherever there are personal relationships, there must be a place for discipline. It is for this reason that we should know what it is and what its objectives are. The primary objective of the discipline of children is to train them for self-government.

It is impossible to think seriously of training a person for self-government without getting into a discussion of the will. The training of the will to ensure a person's being able to make intelligent decisions should be the first work of parents,

teachers, and others in authority. We shall spend this week discussing how this idea of discipline finds a place in the modern home.

### LESSON OUTLINE

1. **Objectives of Discipline**  
Prov. 22:6
2. **When Should Discipline Begin?**  
Judges 13:12
3. **Discipline With Consistency**  
Luke 2:51
4. **When Discipline Corrects**  
Prov. 13:24
5. **Attitudes in Discipline**  
Eph. 6:1, 4
6. **Patience in Discipline**  
Gal. 6:9

**Part 1**  
**OBJECTIVES OF**  
**DISCIPLINE**  
**Prov. 22:6**

**"Train up a child in the way he shall go: and when he is old, he will not depart from it."**

▷ **How would you distinguish between "training" and "education"?**

"The training of children must be conducted on a different principle from that which governs the training of irrational animals. The brute has only to be accustomed to submit to its master; but the child must be taught to control himself. The will must be trained to obey the dictates of reason and conscience. A child may be so disciplined as to have, like the beast, no will of its own, his individuality being lost in that of his teacher. Such training is unwise, and its effect disastrous."—*Fundamentals of Christian Education*, page 57.

▷ **Is God's government one of coercion? Gen. 2:16, 17; 3:6.**

The government of God has no place for coercion. He sets before us some natural alternatives and then allows us to choose. Happy the child whose parents help develop in him this ability to choose.

▷ **Give another example of God's dealing with man. Joshua 24:15.**

The child must learn to recognize that in most cases parental restrictions are for his protection. Just as God's love and His desire for our happiness are the basis for His commandments, so the child must see the parents' love as the reason for some prohibitions.

**THINK IT THROUGH**

**The freedom which children, at least adolescents, so much want lies in the right to make decisions. What process would you follow to develop this freedom in a child?**

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason

should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable."—"Education," page 287.

FOR FURTHER STUDY: "Child Guidance," pages 223-228.

October 25

**Part 2**  
**WHEN SHOULD**  
**DISCIPLINE BEGIN?**  
**Judges 13:12**

**"And Manoah said, Now let thy words come to pass. How shall we order the child, and how shall we do unto him?"**

The question Manoah asked typifies the most important concern a parent may have. It is strange that schools "compass heaven and earth" for subjects to teach children, but largely neglect the one profession that the majority enter—parenthood.

It is perhaps significant that the angel's reply to Manoah's question dealt largely with the conduct. Can you think of some problems prospective parents should solve in their own lives before the child is born?



**What family problem is represented among the signs of the last days? 2 Tim. 3:2.**

The timing of disciplinary training in the growth of the child is of utmost importance. When should this training begin?

"The moment that the child begins to choose his own will and way, that moment his education in discipline is to begin. This may be called an unconscious education. It is then that a work, conscious and powerful, is to begin."—*Child Guidance*, page 230.



**What part do parents play in the child's choice concerning salvation?**

"It is because so many parents and teachers profess to believe the Word of God while their lives deny its power, that the teaching of Scripture has no greater effect upon the youth."—*Education*, page 259.

**THINK IT THROUGH**

**What relationship does the child's obedience to parents have to future obedience to the law of God?**

"Parents, you fail generally to begin your work early enough. You let Satan preoccupy the soil of the heart by putting in the first crop of seed.

"You have a work to do that Satan shall not gain the control of your children and take them away from you before they are out of your arms."—*Child Guidance*, page 195.

"It is impossible to depict the evil that results from leaving a child to its

own will. Some who go astray because of neglect in childhood will later, through the inculcation of practical lessons, come to their senses; but many are lost forever because in childhood and youth they received only a partial, one-sided culture. The child who is spoiled has a heavy burden to carry throughout his life."—*Counsels to Teachers*, page 112.

FOR FURTHER STUDY: "*Child Guidance*," pages 229-232.

October 26

**Part 3**  
**DISCIPLINE WITH**  
**CONSISTENCY**  
**Luke 2:51**

**"And He went down with them, and came to Nazareth, and was subject unto them: but His mother kept all these sayings in her heart."**

In today's world, with the emphasis on freedom of choice and the importance of individual growth, the question of discipline and its relevancy demands serious consideration. That discipline is best which prepares for self-government and aids individual development.

"It is the work of true education to . . . train the youth to be thinkers, and not mere reflectors of other men's thought. Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen."—*Education*, page 17.



**What inconsistency is shown in the experience of Isaac and Rebekah in dealing with their children? Genesis 27 and 28.**

"If the parents are united in this work of discipline, the child will understand what is required of him. But if the father, by word or look, shows that he does not approve of the discipline the mother gives, if he feels that she is too strict, and thinks that he must make up for the harshness by petting and indulgence, the child will be ruined. . . . Parents who are committing this sin against their children are accountable for the ruin of their souls."—*Child Guidance*, page 239.



**How did compromise as a "proof" of love work out in the experience of Aaron? Lev. 10:1, 2.**

**THINK IT THROUGH**

**In what ways might parental affection be an obstacle to true training?**

"Aaron's criminal neglect to command the respect and reverence of his sons resulted in their death. . . .

"Here is seen the result of loose discipline. As these sons of Aaron had not been educated to respect and reverence

the commands of their father, as they disregarded parental authority, they did not realize the necessity of explicitly following the requirements of God."—"Testimonies," Vol. 3, pp. 294, 295.

FOR FURTHER STUDY: "Child Guidance," pages 233-243.

October 27

**Part 4**  
**WHEN DISCIPLINE**  
**CORRECTS**  
**Prov. 13:24**

**"He that spareth his rod hateth his son: but he that loveth him chasteneth him befimes."**

This bit of wisdom from the Proverbs is in modern times a subject of considerable controversy. No doubt a connection is made in the minds of many with the chastening of the Lord.



**What purposes do you see in either parental or heavenly chastening? Heb. 12:5-11.**

"The work of 'breaking the will' is contrary to the principles of Christ. The will of the child must be directed and guided. Save all the strength of the will, for the human being needs it all; but give it proper direction. Treat it wisely and tenderly, as a sacred treasure. Do not hammer it in pieces; but by precept and true example wisely fashion and mold it until the child comes to years of responsibility."—*Counsels to Teachers*, page 116.

While there does seem to be a possible connection between pain and obedience, at least in the small child, the parent faces the responsibility of determining when his demands are the result of his own whims and when they are essential to the child's welfare. We must be sure our correction of children is not more for ourselves than for the children.

"Never correct your child in anger. An exhibition of passion on your part will not cure your child's evil temper. That is the time of all times when you should act with humility and patience and prayer. Then is the time to kneel down with the children and ask the Lord for pardon."—*Ibid.*, p. 117.

**THINK IT THROUGH**

**"Parents have a great work to do in the matter of correcting and training their children, and in bringing them to God, and claiming His blessing upon them."**  
—*Ibid.*, page 118.

"If milder measures prove insufficient, punishment that will bring the child to its senses should in love be administered. Frequently one such correction will be enough for a lifetime, to show the child that he does not hold the lines of control."—*Counsels to Teachers*, page 116.

"The neglect of the child's earliest

training, and the consequent strengthening of wrong tendencies, makes his after education more difficult, and causes discipline to be too often a painful process. Painful it must be to the lower nature, crossing, as it does, the natural desires and inclinations."—*Education*, pages 295, 296.

**FOR FURTHER STUDY:** "Child Guidance," pages 244-257.

October 28

Part 5  
ATTITUDES IN  
DISCIPLINE  
Eph. 6:1, 4

**"Children, obey your parents in the Lord: for this is right." "And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord."**

It should ever be remembered that the child's obedience to the parent is qualified—"in the Lord." There may come a time in a child's life when obedience to God will necessitate the breaking of the family tie. But the parent also has a responsibility to ensure that his correction is always a step toward development of a Christian character.

There should be a purpose in all activity related to the home and children.

"The true teacher is not satisfied with second-rate work. . . . He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life's great lesson of unselfish service."—*Education*, pages 29, 30.

Perhaps the most difficult question in discipline, especially when it includes correction and punishment, is that of parental attitude. What two ingredients are pointed out as essential in the attitude of the parent?

"Love has a twin sister, which is duty. Love and duty stand side by side. Love exercised while duty is neglected will make children headstrong, willful, perverse, selfish, and disobedient. If stern duty is left to stand alone without love to soften and win, it will have a similar result. Duty and love must be blended in order that children may be properly disciplined."—*Testimonies*, Vol. 3, p. 195.



**Should children be recognized as some of the "others" mentioned in the golden rule? Does this mean they should get the same treatment as parents? Luke 6:31.**

**THINK IT THROUGH**

**Justice and mercy are twin sisters who stand side by side and should not be separated.**

"God's method of government is an example of how children are to be trained. There is no oppression in the Lord's service, and there is to be no oppression in the home or in the school. Yet neither parents nor teachers should allow disregard of their word to pass

unnoticed. Should they neglect to correct the children for doing wrong, God will hold them accountable for their neglect. But let them be sparing of censure. Let kindness be the law of the home and of the school."—"Counsels to Teachers," page 155.

FOR FURTHER STUDY: "Child Guidance," pages 258-268.

**Part 6**  
**PATIENCE IN**  
**DISCIPLINE**  
**Gal. 6:9**

**"And let us not be weary in well-doing: for in due season we shall reap, if we faint not."**

So many times we reserve the promises of God's Word for the work we do outside the family circle. We fail to see our own home as the first and greatest mission field the world affords. Which do you think would add more members to the church, all of our children in the church, or the fruit of public evangelism? Should we give more attention to both?

▷ **In the first commandment with promise, is there some responsibility on the part of the parent to be worthy of the honor due him? Ex. 20:12.**

▷ **What is said about the wisdom and strength we need for the duty we must perform? John 15:5.**

"Let not one word of fretfulness, harshness, or passion escape your lips. The grace of Christ awaits your demand. His Spirit will take control of your heart and conscience, presiding over your words and deeds. Never forfeit your self-respect by hasty, thoughtless words. See that your words are pure, your conversation holy. . . . Let there be peace, pleasant words, and cheerful countenances.

"Parents cannot with safety be in any way overbearing. They must not show a masterly, criticizing, faultfinding spirit. . . . Patient continuance in well-doing is essential if you would do your duty to your children."—*Child Guidance*, page 219.

**THINK IT THROUGH**

**What are some of the ways a child may honor his parents? Summarize your thoughts on true discipline as you consider the Christian's duty to present to the world well-ordered, well-disciplined families—families that will show the power of true Christianity.**

"In our efforts to correct evil, we should guard against a tendency to faultfinding or censure. Continual censure bewilders, but does not reform. With many minds, and often those of the finest susceptibility, an atmosphere of unsympathetic criticism is fatal to effort. Flowers do not unfold under the breath of a blighting wind."—"Education," page 291.

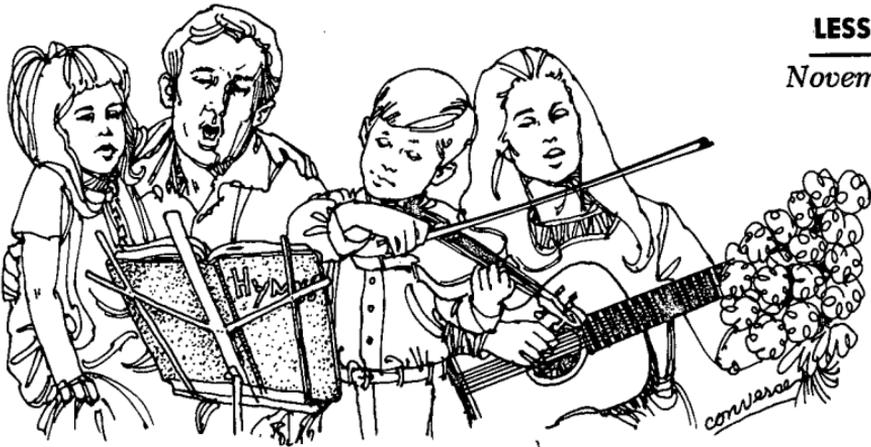
"Parents should keep ever before their minds the object to be gained—the perfection of the characters of their children. Those parents who educate their children aright, weeding from their lives every unruly trait, are fitting them to become missionaries for Christ in truth, in righteousness, in holiness."—"Counsels to Teachers," page 162.

**FOR FURTHER STUDY:** "Child Guidance," pages 279-287.

**Part 7**   ◇   **SUMMARY QUESTIONS**   ◇   **TO TEST YOUR STUDY POWER**

1. In the small child, obedience is the first step in \_\_\_\_\_.
2. Why do youth often disregard the teaching of Scripture? \_\_\_\_\_
3. When parents fail to unite in the work of discipline, what can be the result? \_\_\_\_\_
4. The use of the rod may at times be necessary in the training of a child, but it should be used only in "\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_."
5. While children are taught obedience to their parents, fathers are instructed that they should not \_\_\_\_\_ their children to anger.
6. The work of rearing a family requires a great deal of \_\_\_\_\_ on the part of the parents.

(The answers are at the bottom of the page.)



## MAKING SPIRITUAL VALUES RELEVANT 6

"And this is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent." John 17:3.

God wants us to know Him. That is why He desires to live with us and in us. He, the Source of all life, has three dwelling places: Heaven is His throne, the center of His universe (Ps. 103:19); a church built by man and dedicated to God is His sanctuary where He can meet with His people (Ex. 25:8); but the human body enables Him to have a daily, personal touch with each individual (1 Cor. 3:16, 17). Spiritual things are conceived in the mind. "The brain nerves which communicate with the entire system are the only medium through which Heaven can communicate to man and affect his inmost life."—*Testimonies*, Vol. 2, p. 347. We think about what we see, hear, taste, smell, and feel. "All should guard the senses, lest Satan gain victory over them; for these are the avenues to the soul."—*Ibid.*, Vol. 3, p. 507.

### KEY THOUGHTS

1. *Spiritual Values Are Real.* To some the word "spiritual" seems so ambiguous, so vague, so completely divorced from reality that it is meaningless. The aim of this study is to see how spirituality is related to daily living. A spiritual family is an active, working family. It is not a passive group; it is not people in a trance. It is cheerful and happy company, not sad and gloomy association.

2. *How to Live.* Christ must live in me. Col. 1:27. If Christ is in me, I will be a delightful person in the home. All my faculties will be used to enrich and benefit others. I will do my best to love them more than they love me.

3. *How to Die.* I live for self. The more I think of my rights, my needs, my desires, the less I will think of Christ. The less I think of Him, the more selfish I become. Selfishness cuts off my connection with the Source of life. Rom. 8:6.

### LESSON OUTLINE

1. **The Mind**  
Prov. 23:7
2. **The Sense of Sight**  
2 Cor. 3:18
3. **The Sense of Hearing**  
Luke 8:17, 18
4. **The Sense of Taste**  
Ps. 136:25
5. **The Sense of Smell**  
Ps. 45:8
6. **The Sense of Touch**  
Luke 15:20

**Part 1**  
**THE MIND**  
**Prov. 23:7**

**"For as he thinketh in his heart, so is he."**

"Even the thoughts are not to be allowed to run riot. They must be restrained, brought into captivity to the obedience of Christ."—*The Ministry of Healing*, page 491. "The great deceiver hopes so to confuse the minds of men and women that none but his voice will be heard."—*Medical Ministry*, page 111. Ignorance of the Scriptures causes confusion, but "the entrance of Thy words giveth light; it giveth understanding unto the simple." Ps. 119:130.

God has given to man the governing power of decision. "Everything depends on the right action of the will. . . . Many will go down to ruin while hoping and desiring to overcome their evil propensities. . . . They do not *choose* to serve Him."—*The Ministry of Healing*, page 176. No one can blame Satan, the relatives, or the neighbors for his own sin. "No man without his own consent can be overcome by Satan. The tempter has no power to control the will or to force the soul to sin."—*The Great Controversy*, page 510.



**How does one control his thinking and keep his mind alert? Ps. 19:7.**

The emotions, good or bad, have a tremendous effect on the mind. "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."—*Education*, page 197. Watching TV too much or reading aimlessly causes the mind to become weak and inactive. "Castle-building depraves the mind."—*Testimonies*, Vol. 2, p. 429. "Many an inmate of the insane asylum, has become such through the habit of novel reading."—*The Ministry of Healing*, page 446.

Parents are to train their children in the use of their mental powers. "It is during the first years of a child's life that his mind is most susceptible to impressions either good or evil. During these years decided progress is made in either a right direction or a wrong one."—*Counsels to Teachers*, page 132. "The mother must be mind for her child. The first three years is the time in which to bend the tiny twig."—*Child Guidance*, page 194.

**THINK IT THROUGH**

**Who is responsible for the thoughts I think? Why do I think the thoughts I do?**

"You will have to become a faithful sentinel over your eyes, ears, and all your senses if you would control your

mind and prevent vain and corrupt thoughts from staining your soul."—*"Testimonies,"* Vol. 2, p. 561.

**FOR FURTHER STUDY:** "Testimonies," Vol. 4, pp. 202, 499; Vol. 3, pp. 133, 134; Vol. 7, p. 168.

**Part 2**  
**THE SENSE**  
**OF SIGHT**  
**2 Cor. 3:18**

**"But we all, with open face beholding as in a glass the glory of the Lord, are changed into the same image from glory to glory even as by the Spirit of the Lord."**

The Christian home will be attractive, and will create a love for the beautiful. "God loves the beautiful. . . . He desires us to surround our homes with the beauty of natural things."—*The Ministry of Healing*, page 370. The colors should harmonize; the house must be clean and orderly, with everything in its place when not in use. Pictures, curtains, and decorations add loveliness and beauty; plants and flowers, fragrance and charm. The home should be inviting to each member of the family—a cozy place in which to live and relax, not a museum to be observed only.



**What admonition should govern all aspects of a Christian home? 1 Cor. 14:40.**

Since we think about that which we see, the TV programs, photos, and pictures should be selected to create respect for man and reverence for God. Books, magazines, and other reading materials will be chosen to bring pleasure, enrich knowledge, and inspire each member of the family.

The facial expression reveals our emotions. That smile on the face says plainly, "Christ is in the heart."

"Smile, parents; smile, teachers. If your heart is sad, let not your face reveal the fact."—*Child Guidance*, page 148.

A neat and tidy appearance is attractive to our loved ones. It is very hard for a wife who looks sad, disheartened, and unkempt to be the queen of the home. When love is in the heart, the whole appearance is attractive.

**THINK IT THROUGH**

**Does my home look like a Christian home?**

"While there are weighty responsibilities devolving upon the parents to guard carefully the future happiness and interests of their children, it is also their duty to make home as attractive as possible."—"The Adventist Home," page 21.

"The home should be to the children the most attractive place in the world, and the mother's presence should be

its greatest attraction."—"The Ministry of Healing," page 388.

"While we are to guard against needless adornment and display, we are in no case to be careless and indifferent in regard to outward appearance. All about our persons and our homes is to be neat and attractive."—"The Adventist Home," page 22.

**FOR FURTHER STUDY:** "Testimonies to Ministers," pages 388-390; "Christ's Object Lessons," page 67.

Part 3  
THE SENSE OF  
HEARING  
Luke 8:17, 18

"For nothing is secret, that shall not be made manifest; neither anything hid, that shall not be known and come abroad. Take heed therefore how ye hear."



What kind of words are to be spoken in the home?

"Let only pleasant words be spoken by parents to their children, and respectful words by children to their parents. Attention must be given to these things in the home life."—*The Adventist Home*, page 437.

The tone of voice means everything. The Christian's voice should be cheerful, courageous, and inspiring. "There will be no loud, angry talking in the home. The words will be of a character to soothe and bless the hearer. . . . Take all the ugly features out of the voice."—*Ibid.*, p. 436.



How important is it that we place a close watch on our conversations? Matt. 12:37.

Words are the photographs of the character. Words become a part of us. The daily conversation in the home gives a clearer picture of one's true character than a premeditated speech. "Out of the abundance of the heart the mouth speaketh." Matt. 12:34.

There are other sounds in the home which must be guarded. While the TV, radio, and record player make it possible to bring some of the best music into the home, these media are also capable of bringing the worst. "Music, when not abused, is a great blessing; but when put to a wrong use, it is a terrible curse."—*Testimonies*, Vol. 1, p. 497.

Parents, and not inexperienced youth, are the ones to select the music of the home. Children must be taught how to choose, and parents should see that their children hear good music that is appropriate to their ages.

THINK IT THROUGH

Does my home sound like a Christian home?

"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."—"Education," page 168.

"Evening and morning join with your children in God's worship, reading His Word and singing His praise."—"Evangelism," page 499.

FOR FURTHER STUDY: "The Adventist Home," pages 406-409; "Education," page 21; "Patriarchs and Prophets," page 51.

**Part 4**  
**THE SENSE OF TASTE**  
**Ps. 136:25**

**"Who giveth food to all flesh: for His mercy endureth forever."**

The dining table offers delightful ways of learning about the goodness of God. All our needs will be supplied (Phil. 4:19); our bread and water will be sure (Isa. 33:16); He is the giver of all good and perfect gifts (James 1:17). We bow our heads and thank Him for all His bounties. God put flavor in food and taste buds in our mouths that we might enjoy food. He is honored when good, wholesome food is served in an appetizing manner to a happy, thankful family.



**In what frame of mind should the meals be eaten?**  
**Prov. 17:22.**

"Let mealtime be a cheerful, happy time. As we enjoy the gifts of God, let us respond by grateful praise to the Giver."  
—*The Ministry of Healing*, page 385.

"Regularity in eating should be carefully observed. Nothing should be eaten between meals, no confectionery, nuts, fruits, or food of any kind. Irregularities in eating destroy the healthful tone of the digestive organs, to the detriment of health and cheerfulness."—*Ibid.*, p. 384.

"Parents should train the appetites of their children, and should not permit the use of unwholesome foods. But in the effort to regulate the diet, we should be careful not to err in requiring children to eat that which is distasteful, or to eat more than is needed. Children have rights, they have preferences, and when these preferences are reasonable they should be respected."—*Ibid.*

"It is a religious duty for those who cook to learn how to prepare healthful food in different ways, so that it may be eaten with enjoyment."—*Testimonies*, Vol. 1, p. 682.



**What indicates that man's original diet was balanced for his enjoyment? Gen. 6:21.**

**THINK IT THROUGH**

**What importance is given to the culinary arts and dietetic requirements in my home?**

"Mothers should teach their children how to cook. What branch of the education of a young lady can be so important as this? The eating has to do with the life. Scanty, impoverished, ill-cooked food is constantly depraving the blood by weakening the blood-

making organs. It is highly essential that the art of cookery be considered one of the most important branches of education. . . . Knowledge of how to prepare food healthfully, especially bread, is no mean science."—"*Testimonies*," Vol. 1, p. 682.

**FOR FURTHER STUDY:** "*Testimonies*," Vol. 2, pp. 69, 383, 487, 488; Vol. 1, pp. 486, 681.

**Part 5**  
**THE SENSE OF SMELL**  
**Ps. 45:8**

**"All thy garments smell of myrrh, and aloes, and cassia, out of the ivory palaces, whereby they have made thee glad."**

There is a clean fresh smell around the Christian home that invites the angels. God perfumed the air and gave nostrils to man to add to his joy. Man's first home was amid majestic trees, graceful shrubs, and delicate flowers. Homes surrounded with flowers and fragrant blossoms create a desire to live.

"Cleanliness, neatness, and order are indispensable to the proper management of the household. . . .

"Believers should be taught that even though they may be poor, they need not be unclean or untidy in their persons or in their homes. . . . They are to be taught that those who are to represent the high and holy God must keep their souls pure and clean, and that this purity must extend to their dress and to everything in the home."—*The Adventist Home*, pages 21, 22.



**How can one avoid air pollution?**

With so much tobacco smoke indoors and fumes from automobiles and factories outdoors, the air around our large cities is becoming more and more polluted. "Whenever possible, it is the duty of parents to make homes in the country for their children."—*Country Living*, page 12. "Fathers and mothers who possess a piece of land and a comfortable home are kings and queens."—*Fundamentals of Christian Education*, page 327.

"The physical surroundings in the cities are often a peril to health. The constant liability to contact with disease, the prevalence of foul air, impure water, impure food, the crowded, dark, unhealthful dwellings, are some of the many evils to be met."—*The Ministry of Healing*, page 365.



**Why did the tabernacle have an altar of sweet incense? Ex. 30:1, 7, 8; 37:29.**

**THINK IT THROUGH**

**Does my home have the fragrance of a Christian home?**

"The home of our first parents was to be a pattern for other homes as their children should go forth to occupy the earth. That home, beautified by the hand of God Himself, was not a gorgeous palace. . . . God placed Adam in a garden. This was his dwelling.

The blue heavens were its dome; the earth, with its delicate flowers and carpet of living green, was its floor; and the leafy branches of the goodly trees were its canopy."—*"Patriarchs and Prophets,"* page 49.

FOR FURTHER STUDY: "The Ministry of Healing," pages 279, 280; "Testimonies," Vol. 6, p. 170.

November 5

**Part 6**  
**THE SENSE OF TOUCH**  
**Luke 15:20**

**"When he was yet a great way off, his father saw him, and had compassion, and ran, and fell on his neck, and kissed him."**

The sweetest way to expressing love is through the sense of touch. Touching the hand, lips, embracing the companion, draws husband and wife closer to each other and closer to God. The sense of touch should not be divorced from love, nor should it be used wholly independently of the other four senses.



**When and why should parents touch their children?**

The baby needs to be rocked, cuddled, and held in the arms. This is one reason why breast-fed babies do better as a rule than those who are bottle-fed. The toddler needs a lap to hold him when he is tired or lonesome. The nervous, restless child is often soothed into slumber by the gentle touch of mother's hand on his spine. Teen-agers need to feel father's strong arm about them, mother's loving kiss to assure them their parents still love and appreciate them.



**What kind of "touch" therapy do children need at times? Prov. 19:18.**

"A great wrong is done our children when we permit their faults to go uncorrected."—*Child Guidance*, page 236. This form of touching is unique. When administered in love it corrects a fault, strengthens the child's willpower and draws the child closer to his parent. When given in anger it creates resentment, makes the child rebellious, and builds a wall between parent and child.

All punishment is for the future, not the past. We are seeking to help the child develop self-control.

**THINK IT THROUGH**

**How can I cultivate love in my home?**

"There are many who regard the expression of love as a weakness, and they maintain a reserve that repels others. This spirit checks the current of sympathy. As the social and generous impulses are repressed, they wither, and the heart becomes desolate and cold. We should beware of this error. Love cannot long exist without expres-

sion. Let not the heart of one connected with you starve for the want of kindness and sympathy. . . . Continue the early attentions. In every way encourage each other in fighting the battles of life. Study to advance the happiness of each other. Let there be mutual love, mutual forbearance.—"The Ministry of Healing," page 360.

FOR FURTHER STUDY: "Testimonies," Vol. 4, p. 224; Vol. 5, pp. 123, 124; Vol. 7, pp. 49, 50.

Part 7 ◇ SUMMARY QUESTIONS ◇ TO TEST YOUR STUDY POWER

1. "The thoughts . . . must be \_\_\_\_\_, brought into \_\_\_\_\_ to the \_\_\_\_\_ of Christ."

2. True or False:

The Christian home will be attractive. \_\_\_\_\_

A Christian's face is always solemn. \_\_\_\_\_

Neatness has little to do with one's character. \_\_\_\_\_

3. By what is each one to be justified or condemned? \_\_\_\_\_

4. Select:

a. Mealtime is the time to eat, not talk. \_\_\_\_\_

b. Mealtime is the time to be cheerful. \_\_\_\_\_

c. Children should be forced to eat what is good for them. \_\_\_\_\_

d. Children should be allowed within reason to select what they desire. \_\_\_\_\_

5. How can one avoid air pollution? \_\_\_\_\_

6. Why should we beware of the error of regarding the expression of love as a weakness?

(The answers are at the bottom of the page.)

Answers: (1) restrained, captivity, obedience; (2) True, False, False; (3) words; (4) b, d; (5) country living; (6) love cannot long exist without expression.



## THE HOME-PRIMARY CENTER OF EDUCATION 7

**"And the very God of peace sanctify you wholly; and I pray God your whole spirit and soul and body be preserved blameless unto the coming of our Lord Jesus Christ." 1 Thess. 5:23.**

No discussion of education could be fruitful if we failed to think first of its primary objective. The knowledge of God and Christ is the final reason for education. "Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached."—*Education*, page 18. There need be no limit to our ambition in the matter of education, so long as it is tempered by this supreme objective.

The home and the school have no more important function than inspiring the youth to develop every talent and ability to its highest level, that they may be used in the service of God. Great care must be taken in talking about self-abnegation, lest the impression be given that we should make no effort to be people of value to the world. There is a definite place for recognizing the true position of self, but never should it obscure the fact that we were created in the image of God, and that we have a duty to develop God-given faculties.

It is important also to recognize what teaching really is. We would distort the true picture of the teacher should we portray him as one who ceaselessly pours into unwilling minds vast numbers of facts. The teacher, be it the mother in the home

or the instructor in the school, serves as a guide in multitudes of learning experiences. The learning has to be a personal experience. Parents who take their teaching responsibilities seriously will remember that teaching is both voluntary and involuntary. The child learns from example as well as precept.

### LESSON OUTLINE

1. **Home, the Foundation for Education**  
Luke 1:80
2. **The First School**  
Deut. 6:6, 7
3. **Educating the Whole Person**  
1 Thess. 5:23
4. **Importance of a Trade**  
2 Kings 6:1, 2
5. **Make Scripture Basic**  
Prov. 2:1-5
6. **God's Second Book**  
Isa. 40:28-31

November 7

**Part 1**  
**HOME, THE**  
**FOUNDATION**  
**FOR EDUCATION**  
**Luke 1:80**

**"And the child grew, and waxed strong in spirit, and was in the deserts till the day of his showing unto Israel."**

The parents of John lived in the country, where, in His wisdom, the Lord planned that John would receive his education. The home was his school, and the vastness of the desert his opportunity to become acquainted with God.

Not all parents today are required to live in the desert, but every parent should recognize a distinct obligation to make the home the first school of the child. In effect, the home is the matrix where are molded the values that will be held later, and where is developed the personality which will mark the child in his mature years.



**What advice did Paul give to parents with respect to their children? Eph. 6:4.**

The home should be the base for educating children.

"It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence, self-control. The educational influences of the home are a decided power for good or for evil. . . . If the child is not instructed aright here, Satan will educate him through agencies of his choosing."—*Counsels to Teachers*, page 107.

**THINK IT THROUGH**

**What kind of setting have I provided for the characters my children are forming?**

"Jesus came to this earth to accomplish the greatest work ever accomplished among men. He came as God's ambassador, to show us how to live so as to secure life's best results. What were the conditions chosen by the infinite Father for His Son? A secluded home in the Galilean hills; a household sustained by honest, self-respecting labor; a life of simplicity; daily conflict with difficulty and hardship; self-sacrifice, economy, and patient, glad service; the hour of study at His mother's side, with the open scroll of Scripture . . . —these were the conditions and opportunities of the early life of Jesus."—"The Ministry of Healing," pages 365, 366.

"John was the son of their old age, he was a child of miracle, and the parents might have reasoned that he had a special work to do for the Lord and the Lord would take care of him. But the parents did not thus reason; they moved to a retired place in the country, where their son would not be exposed to the temptations of city life, or induced to depart from the counsel and instruction which they as parents would give him. They acted their part in developing a character in the child that would in every way meet the purpose for which God had designed his life. . . . They sacredly fulfilled their obligation."—"Child Guidance," page 23.

FOR FURTHER STUDY: "The Adventist Home," pages 177-186.

November 8

**Part 2**  
**THE FIRST**  
**SCHOOL**

**Deut. 6:6, 7**

**"And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."**

Whether by design of the parents or not, the home is by its very nature the child's first school. The attitude of the parents toward each other and toward the children, and indeed in relation to all men, cannot be hidden from the child. The parents also have the advantage, as teachers, of being with the children in all of the basic activities of life, and have a wonderful opportunity to tie lessons designed for spiritual growth into the everyday activities.



**What are some of the lessons the child should learn, beyond the stories of the Bible?**

"Teach the children and youth to respect themselves, to be true to God, true to principle; teach them to respect and obey the law of God."—*The Adventist Home*, page 16.

Review the lives of some of the great men of the Bible, thinking of the time spent with their mothers as a part of their preparation for their life work. Moses (Ex. 2:9, 10). Samuel (1 Sam. 1:24-28). Notice how Zacharias and Elisabeth met their responsibilities (Luke 1:5-15, 57-63).

"An angel from heaven came to instruct Zacharias and Elisabeth as to how they should train and educate their child, so as to work in harmony with God in preparing a messenger to announce the coming of Christ. As parents they were to faithfully cooperate with God in forming such a character in John as would fit him to perform the part God had assigned him as a competent worker. . . .

"They acted their part in developing a character in the child that would in every way meet the purpose for which God had designed his life."—*Child Guidance*, pages 22, 23.

**THINK IT THROUGH**

**How can I learn to associate spiritual lessons with the daily experiences of life?**

"Let not home education be regarded as a secondary matter. It occupies the first place in all true education. Fathers and mothers have entrusted to them the molding of their children's minds."  
"Child Guidance," page 18.

"In the divine plan of education as adapted to man's condition after the

Fall, Christ stands as the representative of the Father, the connecting link between God and man; He is the great Teacher of mankind. And He ordained that men and women should be His representatives. The family was the school, and the parents were the teachers."—"Education," page 33.

**FOR FURTHER STUDY:** "Child Guidance," pages 17-25.

**Part 3**  
**EDUCATING THE**  
**WHOLE PERSON**  
**1 Thess. 5:23**

**"And the very God of peace sanctify you wholly; and I pray God your whole spirit and soul and body be preserved blameless unto the coming of our Lord Jesus Christ."**

The best way to find the complete sanctification for which Paul prayed is through the learning process that must begin early in life.

"Let those composing the family circle pray that God will sanctify their tongues, their ears, their eyes, and every member of their body. . . .

"How many dishonor Christ and misrepresent His character in the home circle! How many do not manifest patience, forbearance, forgiveness, and true love!"—*The Adventist Home*, pages 177, 178.



**How is the development of the young Jesus described? Luke 2:52.**

"Children and youth should begin early to seek God; for early habits and impressions will frequently exert a powerful influence upon the life and character. . . . Be careful how you build, and what kind of material you put into the building. The characters you are now forming will be lasting as eternity.

"Let Jesus take possession of your mind, your heart, and your affections; and work as Christ worked, doing conscientiously the home duties, little acts of self-denial and deeds of kindness, employing the moments diligently, keeping a careful watch against little sins and a grateful heart for little blessings, and you will have at last such a testimony for yourself as was given of . . . Christ: 'And Jesus increased in wisdom and stature, and in favor with God and man.'—*Ibid.*, p. 297.

**THINK IT THROUGH**

**How may I be sure that I am following God's plan in directing the growth and development of my children?**

"Though He increased in knowledge, and the grace of God was upon Him, yet He did not become lifted up in pride, or feel that He was above doing the most humble toil. He took His share of the burden, together with His father, mother, and brethren. He toiled to sustain the family, and shared in the work that would meet the expenses of the

household. Though His wisdom had astonished the doctors, yet He meekly subjected Himself to His human guardians, bore His part of the family burdens, and worked with His own hands as any toiler would work."—Ellen G. White Comments, "SDA Bible Commentary," Vol. 5, p. 1117.

**FOR FURTHER STUDY:** "The Sanctified Life," pages 7-14.

November 10

**Part 4**  
**IMPORTANCE**  
**OF A TRADE**

2 Kings 6:1, 2

**"And the sons of the prophets said unto Elisha, Behold now, the place where we dwell with thee is too strait for us. Let us go, we pray thee, unto Jordan, and take thence every man a beam, and let us make us a place there, where we may dwell. And he answered, Go ye."**

In the education of the Israelites, much attention was given to training each child in some practical trade. No matter what role he might follow in later life, he was always capable of supporting himself by his hands.



**What is said about the necessity of teaching the youth the dignity of labor?**

"It [labor] is still a source of happiness and development. . . . The youth should be led to see the true dignity of labor. . . . All things in nature do their allotted work. Action pervades the whole creation, and in order to fulfill our mission we, too, must be active."—*Education*, page 214.

Men of the Bible who worked with their hands:

David—a shepherd boy	Paul—a tentmaker
Moses—a shepherd	Gideon—a farmer
Noah—a shipwright	Peter—a fisherman
Jesus—a carpenter	Abel—a shepherd
Jacob—a stockman	Elisha—a farmer

Women of the Bible who worked at menial tasks:

Martha—a cook and housekeeper	Miriam—a baby-sitter
Dorcas—a seamstress	Rebecca—a water carrier
Ruth—a gleaner	Rachel—a sheepherder

Can you think of others? How do you think manual labor prepared these people for their later work?



**What specific result mentioned comes to those who till the fields? Isa. 28:23-26.**

**THINK IT THROUGH**

**How might I make my example and conversation such as to glorify the meaning of work to my children?**

"The minister, the missionary, the teacher, will find their influences with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of everyday life. . . . The ability to prepare food, to deal with

accidents and emergencies, to treat disease, to build a house, or a church if need be—often these make all the difference between success and failure in his lifework."—*"Education,"* page 221.

FOR FURTHER STUDY: *"Education,"* pages 214, 222.

**Part 5  
MAKES SCRIPTURE  
BASIC**

**Prov. 2:1-5**

**"My son, if thou wilt receive my words, and hide my commandments with thee; so that thou incline thine ear unto wisdom, and apply thine heart to understanding; . . . then shalt thou understand the fear of the Lord, and find the knowledge of God."**

This lesson points to a knowledge of God as the end and purpose of education. This is the true wisdom which should motivate all our educational effort. While we cannot forget the necessity of learning in many fields in order to take our place in this complex world, we must never lose sight of the basic nature of Scripture as the foundation for other studies.

"The knowledge of God and of Jesus Christ expressed in character is an exaltation above everything else that is esteemed on earth or in heaven. It is the very highest education. It is the key that opens the portals of the heavenly city. This knowledge it is God's purpose that all who put on Christ shall possess."—*The Ministry of Healing*, page 457.



**What is another reason for making a study of Scripture basic in the experience of the child, and a genuine practice in the home? Ps. 119:11.**

"There were some who sought His society, feeling at peace in His presence; but many avoided Him, because they were rebuked by His stainless life. Young companions urged Him to do as they did. He was bright and cheerful; they enjoyed His presence, and welcomed His ready suggestions; but they were impatient at His scruples, and pronounced Him narrow and straitlaced. Jesus answered, It is written, 'Wherewithal shall a young man cleanse his way? by taking heed thereto according to Thy word.'"—*The Desire of Ages*, page 89.

"There was in Him nothing that responded to Satan's sophistry. He did not consent to sin. Not even by a thought did He yield to temptation. . . . By what means did He overcome in the conflict with Satan? By the Word of God."—*Ibid.*, p. 123.

**THINK IT THROUGH**

**In what ways might I reveal the purpose of God as shown in the Bible, in my everyday living before my children?**

"As a preparation for teaching His precepts, God commands that they be hidden in the hearts of the parents. These words, which I command thee this day, shall be in thine heart,' He says; 'and thou shalt teach them diligently.' . . . In order to interest our

children in the Bible, we ourselves must be interested in it. To awaken in them a love for its study, we must love it. Our instruction to them will have only the weight of influence given it by our own example and spirit."—"Education," page 187.

**FOR FURTHER STUDY: "Education," pages 33-44.**

Part 6  
GOD'S SECOND  
BOOK

"Hast thou not known? hast thou not heard, that the everlasting God, the Lord, the Creator of the ends of the earth, fainteth not, neither is weary? there is no searching of His understanding. He giveth power to the faint; and to them that have no might He increaseth strength. Even the youths shall faint and be weary, and the young men shall utterly fall: but they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint."

Isa. 40:28-31

Of all the lessons that can be learned from a study of nature, none can be a greater benefit than the realization of the power and the love of God. The realization of God as the Creator makes our own re-creation seem so simple.



**What are some lessons to be learned from Ps. 19:1-3?**

"Even now all created things declare the glory of His excellence. There is nothing, save the selfish heart of man, that lives unto itself. No bird that cleaves the air, no animal that moves upon the ground, but ministers to some other life. There is no leaf of the forest, or lowly blade of grass, but has its ministry. Every tree and shrub and leaf pours forth that element of life without which neither man nor animal could live; and man and animal, in turn, minister to the life of tree and shrub and leaf. The flowers breathe fragrance and unfold their beauty in blessing to the world. The sun sheds its light to gladden a thousand worlds. The ocean, itself the source of all our springs and fountains, receives the streams from every land, but takes to give. The mists ascending from its bosom fall in showers to water the earth, that it may bring forth and bud."—*The Desire of Ages*, pages 20, 21.

**THINK IT THROUGH**

**How can I instill both a love of nature and an appreciation of God through its study in my children?**

"To the little child, not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an un-failing source of instruction and delight. The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things."—"Education," page 100.

"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."—"Ibid.," p. 99.

FOR FURTHER STUDY: "Education," pages 99-112.

Answers: (1) home; (2) everyday; (3) body, soul, and spirit; (4) practical; (5) hide the Word in the heart; (6) nature.

(The answers are at the bottom of the page.)

power.

6. God's second book, the book of \_\_\_\_\_, is a means of revealing His

\_\_\_\_\_ to overcoming temptation to sin?

5. What suggestion of the psalmist gives guidance to young people as an aid

4. Every child should learn the \_\_\_\_\_ duties of life.

3. How does Paul describe the completeness of our sanctification? \_\_\_\_\_

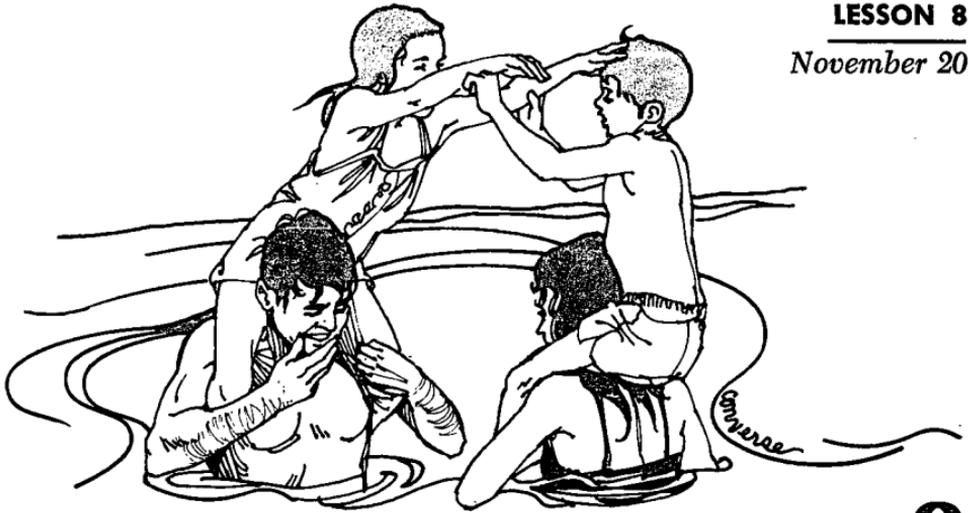
\_\_\_\_\_ experiences.

2. God's instruction is most easily learned by children by associating it with

education of the child is the \_\_\_\_\_.

1. The real mold for the formation of character and the determinant of the

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**



## HEALTH VALUES IN THE HOME 8

**"Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth." 3 John 2.**

The concern of our Lord is not solely for the souls of men. Through the apostle John He expressed a like concern for the physical health, "even as thy soul prospereth." While recognizing God's interest in our maintaining good health, we must also realize the important part the mind and feelings of men have in affecting the rest of the body.

Surely there is no place as important as the Christian home for training in health principles. It is in the home that the child is trained for future usefulness. The Christian, therefore, in all of his home life should exemplify those health principles which demonstrate his belief that the body is the temple of the Holy Spirit.

We must ever keep before children by precept and example the need to care for the body. We must teach them sound principles which will go far toward protecting them against the inroads of disease.

How careful we should be to make it plain that certain restrictions which the Christian observes are not merely religious observances. Of course we have an obligation to God to preserve health. Children ask for the reasons on which we base our instructions, and they can see the argu-

ments for rules which will maintain health. But if we present these only as arbitrary commands, we may not have an enthusiastic following.

As we study the subject of health this week, let us do so with an eye on the mirror, determining how well we are setting the example of healthful living that we hope our children will follow.

### LESSON OUTLINE

1. **Knowledge Is Necessary**  
Gen. 18:19
2. **Temperate in All Things**  
1 Cor. 9:24, 25
3. **The Case for Abstinence**  
Rom. 12:1, 2
4. **Importance of Diet**  
1 Cor. 3:17
5. **Rest and Recreation**  
Mark 6:31
6. **Sacrificial Living**  
Isa. 6:6-8

November 14

**Part 1**  
**KNOWLEDGE IS**  
**NECESSARY**  
**Gen. 18:19**

**"I know him, that he will command his children and his household after him."**

How fortunate is the child who has parents like Abraham, of whom God could say, "I know him, that he will command his children and his household." But in being like Abraham, it is necessary to have the knowledge that makes the commanding effective to the salvation of the child. This knowledge Abraham had.

"Some mothers are not uniform in the treatment of their children. At times they indulge them to their injury, and again they refuse some innocent gratification that would make the childish heart very happy. In this they do not imitate Christ."—*The Ministry of Healing*, page 390.

Among the other things which a child should learn as a part of Christian living is the study of physiology.

"Parents should early seek to interest their children in the study of physiology and should teach them its simpler principles. Teach them how best to preserve the physical, mental, and spiritual powers, and how to use their gifts so that their lives may bring blessing to one another and honor to God. This knowledge is invaluable to the young. An education in the things that concern life and health is more important to them than a knowledge of many of the sciences taught in the schools."—*Ibid.*, pp. 385, 386.

The parent who does not have this knowledge will find it difficult to try to lead his children into habits of good living. He will lack a basis for making the requirements of healthful living reasonable.

▷ **What effect did a knowledge of the body have on the psalmist? Ps. 139:14.**

▷ **What is the strongest incentive to adopting a good health regimen? 1 Cor. 3:17.**

**THINK IT THROUGH**      **What does a recognition of my body as the temple of the living God do for me?**

"The knowledge that man is to be a temple for God, a habitation for the revealing of His glory, should be the highest incentive to the care and development of our physical powers. Fearfully and wonderfully has the Creator

wrought in the human frame, and He bids us make it our study, understand its needs, and act our part in preserving it from harm and defilement."—*"The Ministry of Healing,"* page 271.

**FOR FURTHER STUDY:** "Child Guidance," pages 360-366.

November 15

**Part 2**  
**TEMPERATE IN**  
**ALL THINGS**

**1 Cor. 9:24, 25**

**"Know ye not that they which run in a race run all, but one receiveth the prize? So run, that ye may obtain. And every man that striveth for the mastery is temperate in all things. Now they do it to obtain a corruptible crown; but we an incorruptible."**

Paul's discussion of temperance is well illustrated by pointing to the runners in the Olympic games. No doubt the games were as avidly followed by some in his day as they are today. These runners were looked upon with admiration then, as athletes are today.

How fitting that young people, particularly, should think of the rewards of healthful living! Beyond immediate benefits there are eternal goals for us as compared to the fading laurel wreath given to the victor in the ancient games. See *SDA Bible Commentary*, Vol. 6, p. 1089, and compare 2 Tim. 4:8.

It is important to know the relationship that exists between temperance, temptation, and sin. "The diet has much to do with the disposition to enter into temptation and commit sin."—*Counsels on Diet and Foods*, page 52.

While we often think of temperance in a special context, that of the use of alcohol, tobacco, and narcotics, we might do well to use a different word for these things—abstinence. We really do not teach the temperate use of these things; to understand this point better we shall give further consideration to that phase of the question in part 3 of this lesson.



**What is Paul's attitude toward diet and toward our judgment of the diet of others? Romans 14.**

**THINK IT THROUGH**

**Is my practice of temperance principles consistent, even in my working and playing?**

"Many groan under a burden of infirmities because of wrong habits of eating and drinking, which do violence to the laws of life and health. They are enfeebling their digestive organs by indulging perverted appetite. The power of the human constitution to resist the abuses put upon it is wonderful, but persistent wrong habits in excessive eating and drinking will enfeeble every function of the body. In the gratification of perverted appetite and passion even professed Christians cripple nature in her work and lessen

physical, mental, and moral power."—"The Sanctified Life," pages 25, 26.

"The controlling power of appetite will prove the ruin of thousands, when, if they had conquered on this point, they would have moral power to gain victory over every other temptation of Satan. But slaves to appetite will fail in perfecting Christian character. The continual transgression of man for six thousand years has brought sickness, pain, and death, as its fruits."—"Temperance," page 16.

**FOR FURTHER STUDY:** "Child Guidance," pages 394-400.

November 16

**Part 3**  
**THE CASE FOR**  
**ABSTINENCE**

Rom. 12:1, 2

**"I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God."**

In making a distinction between temperance and abstinence, we need this appeal from Paul. While we are aware that many people define temperance as abstinence from that which is harmful and restraint in the use of that which is good, in this part of the lesson we are studying actual abstinence, with no thought of temperance at all. The chief appeal that gives strength in this respect is this statement in Romans.



**What experience of Daniel illustrates the strength of character needed by the Christian in areas requiring total abstinence? Dan. 1:8-21.**

Alcoholic drinks are a prime example of the misuse of God's benefits.

"Our Creator has bestowed His bounties upon man with a liberal hand. Were all these gifts of Providence wisely and temperately employed, poverty, sickness, and distress would be well-nigh banished from the earth. But alas, we see on every hand the blessings of God changed to a curse by the wickedness of men.

"There is no class guilty of greater perversion and abuse of His precious gifts than are those who employ the products of the soil in the manufacture of intoxicating liquors. The nutritive grains, the healthful, delicious fruits, are converted into beverages that pervert the senses and madden the brain. As a result of the use of these poisons, thousands of families are deprived of the comforts and even the necessities of life, acts of violence and crime are multiplied, and disease and death hurry myriads of victims to a drunkard's grave."—*Temperance*, page 31.

**THINK IT THROUGH**

**Does desire for social acceptance sometimes blunt my wholehearted sacrifice of my body to God?**

"The unnatural exhilaration which intemperance gives to the mind and spirits, lowers the sensibilities to moral improvement, making it impossible for holy impulses to affect the heart, and hold government over the passions,

when public opinion and fashion sustain them. Festivities and amusements, dances, and free use of wine, becloud the senses, and remove the fear of God."—*Temperance*, page 50.

FOR FURTHER STUDY: "Child Guidance," pages 401-410.

November 17

**Part 4**  
**IMPORTANCE**  
**OF DIET**  
**1 Cor. 3:17**

**"If any man defile the temple of God, him shall God destroy; for the temple of God is holy, which temple ye are."**

This seems to be a foundation text for the health-reform message which is so vital a part of the Advent message. It provides a framework for a discussion of healthful living that makes it a spiritual matter.

God's claim on our bodies as His temple makes the use of anything which is harmful a means of defiling the temple. This gives us a reason, as children of God, for discarding the harmful.

▷ **What rule did Paul give for deciding what is good and acceptable? 1 Cor. 10:31.**

▷ **What connection is made between eating and glorifying God?**

"To eat on the Sabbath the same amount of food eaten on a working day is entirely out of place. The Sabbath is the day set apart for the worship of God, and on it we are to be specially careful in regard to our diet. A clogged stomach means a clogged brain. Too often so large an amount of food is eaten on the Sabbath that the mind is rendered dull and stupid, incapable of appreciating spiritual things."—*Counsels on Health*, page 577.

**THINK IT THROUGH**

**Is it pride, or is it appetite, that forms the chief reason for the failure of so many to come up to God's purpose for us in healthful living?**

"I am instructed to say that if meat eating ever were safe, it is not safe now. Diseased animals are taken to the large cities, and to the villages, and sold for food. Many of these poor creatures would have died of disease in a very short time, if they had not been slaughtered; yet the carcasses of these diseased animals are prepared for the market, and people eat freely of this

poisonous food."—"Medical Ministry," page 280.

"It was when the children of Israel sat down to eat and drink, and rose up to play, that they threw off the fear of God, which they had felt as they listened to the giving of the law; and, making a golden calf to represent God, they worshiped it."—"The Acts of the Apostles," page 316.

FOR FURTHER STUDY: "Child Guidance," pages 371-377.

**Part 5**  
**REST AND**  
**RECREATION**  
**Mark 6:31**

**"And He said unto them, Come ye yourselves apart into a desert place, and rest awhile: for there were many coming and going, and they had no leisure so much as to eat."**

There are some who misread God's purpose for man when they conclude that the urgency of the work of the gospel, or any other cause, is so great that there is no time for needed rest and recreation.

Christ's example should be noted here. This was not simply compassion on His part for the weary disciples. He knew only too well that to burn oneself out in any work merely shortens the useful period of a person's life.

▷ **How did Christ show His thoughtfulness for the disciples even on that fateful night in the garden? Matt. 26:45.**

▷ **What problem is presented by some athletic activities?**

"Some of the most popular amusements, such as football and boxing, have become schools of brutality. They are developing the same characteristics as did the games of ancient Rome. The love of domination, the pride in mere brute force, the reckless disregard of life, are exerting upon the youth a power to demoralize that is appalling."—*The Adventist Home*, page 500.

**THINK IT THROUGH**

**In what ways can I be sure that my recreation and that of my family tend to glorify God?**

"How many of the youthful disciples . . . have made God their trust and portion, and have earnestly sought to know and to do His will? There are many who are servants of Christ in name, but who are not so in deed. Where religious principle governs, the danger of committing great errors is small; for selfishness, which always blinds and deceives, is subordinate.

The sincere desire to do others good so predominates that self is forgotten. To have firm religious principles is an inestimable treasure. It is the purest, highest, and most elevated influence mortals can possess. Such have an anchor. Every act is well considered, lest its effect be injurious to another and lead away from Christ."—"Counsels on Health," page 288.

FOR FURTHER STUDY: "The Adventist Home," pages 506-520.

November 19

**Part 6**  
**SACRIFICIAL**  
**LIVING**

**"Then flew one of the seraphims unto me, having a live coal in his hand, which he had taken with the tongs from off the altar: and he laid it upon my mouth, and said, Lo, this hath touched thy lips; and thine iniquity is taken away, and thy sin purged. Also I heard the voice of the Lord, saying, Whom shall I send, and who will go for us? Then said I, Here am I; send me."**

**Isa. 6:6-8**

Not all of our going must be in the field of direct missionary endeavor. The life lived sacrificially in the light of God's instruction is a powerful instrument to attract others to a search for direction in their own lives.

The experience of Isaac in being offered as a sacrifice and then miraculously being delivered must have been a great and positive influence on his life. Gen. 22:1-13.



**What should be our determination regarding living for God, in view of the instruction given us—this means by which we are delivered from the altar of appetite or passion?**



**Does the idea of sacrificial living and doing good extend even to care of the body? Rom. 12:1, 2.**

**THINK IT THROUGH**

**What are some practices I should adopt in my life that might be considered sacrificial living?**

"Is it necessary that in order to solve the problem of education one must commit robbery toward God, and refuse to give God the willing service of the powers of the spirit, soul, and body? God calls upon you to be doers of His word, in order that you may be thoroughly educated in the principles that will give you a fitness for heaven. . . . The purpose of education should be to take in light in order that you may impart light by letting it shine forth to others in good works."—"Fundamentals of Christian Education," page 352.

"Oh, how can any who have the light of truth, the great light given them of God, defy the wrath and judgments of God by sinning against Him, and doing the very things God has told them in His Word not to do? How can they be so blinded by Satan as to dishonor God to His face, and defile their souls by sinning knowingly?"—"Testimonies to Ministers," page 447.

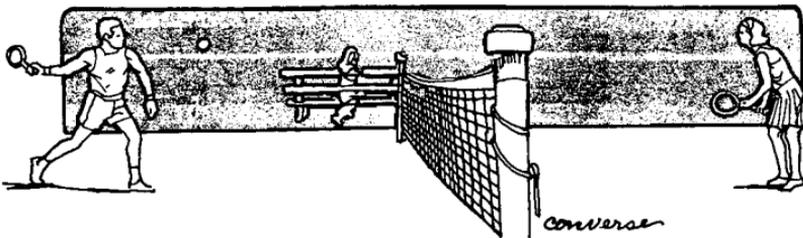
**FOR FURTHER STUDY:** "The Ministry of Healing," pages 395-406.

**Part 7**   ◇   **SUMMARY QUESTIONS**   ◇   **TO TEST YOUR STUDY POWER**

1. The first step in healthful living is to gain \_\_\_\_\_.
2. True or False: The question of diet is one which concerns only the individual. One does not need to consider others in this part of his life. \_\_\_\_\_
3. Paul suggests that rather than being molded by the world, our real need is for \_\_\_\_\_.
4. In how many things are we to glorify God? \_\_\_\_\_. Name some. \_\_\_\_\_  
\_\_\_\_\_
5. The real test of recreation should be that it \_\_\_\_\_.
6. The adoption of healthful practices of living may rightly be thought of by many as \_\_\_\_\_ living.

(The answers are at the bottom of the page.)

Answers: (1) knowledge; (2) False; (3) transformation according to God's will; (4) all; (5) refresh our spirits and invigorate our bodies; (6) sacrificial.



## RECREATION THROUGH PLAY AND HOBBY 9

"Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God." 1 Cor. 10:31.

This study is pertinent to the well-rounded growing experience of both youth and adult. Recreation in its most wholesome form is as important as spiritual exercise, diet, or physical and mental labor. Balanced living is the key to Christian living and witness. Whatever we do should be done "to the glory of God." But success in family recreation is not accidental. Study and planning are needed if we are to reap happy results.

### KEY WORDS

1. *Study*: 2 Tim. 2:15, "Try hard to show yourself worthy of God's approval, as a laborer who need not be ashamed, driving a straight furrow, in your proclamation of the truth." NEB. The youthful view of God is often colored by the example of adults. To have an influence that will "drive a straight furrow" demands study by parents of ways to capitalize on the place of recreation in the Christian growth of youth. Weeds grow without planning or cultivation; beauty, by planning and constant cultivation.

2. *Recreation*: to re-create, to revitalize, to renew, to relax, to reenergize—all are the purposes of recreation and its genuine end products. Any other by-products resulting from recreational pursuits need careful study to determine whether or not they neutralize the spiritual.

3. *Amusement*: Diversion is a form of recreation with the built-in danger of possible shallow enjoyment without any relative benefit that true recreation provides. Again 1 Cor. 10:31 needs careful application here.

4. *Sports*: This word has several shades

of meaning that need study. Sports may need to be avoided if they in any way neutralize the primary objective of Christian growth. Sports have the implication of competition, which can be detrimental. Sports also, in this day and age, often imply excessive commercial entertainment instead of participation. This has potential danger to the Christian's stewardship of time and money.

5. *Hobbies*: Activities in which all can have diversified enjoyable experiences and where dexterity is not necessarily a factor are "hobbies." They can be activities for any day of the week, for Sabbath, for future economic serenity, for sharing and developing friendship, et cetera.

### LESSON OUTLINE

1. **Do Christians Need Recreation?**  
Prov. 17:22
2. **Criteria for Recreation**  
1 Cor. 10:31; Phil. 4:5
3. **Are Amusements and Sports a Part of Recreation?**  
Prov. 4:14, 15
4. **Choosing Fun for the Family**  
Prov. 3:6
5. **Choosing Hobbies**  
Prov. 31:27
6. **Sabbath Delights**  
Isa. 58:13; Lev. 23:32

Part I  
**DO CHRISTIANS  
NEED RECREATION?**  
Prov. 17:22

**"A merry heart doeth good like a medicine."**



**What outward testimony should true Christians present to the world?**

"Christians should be the most cheerful and happy people that live. They may have the consciousness that God is their Father and their everlasting Friend.

"But many professed Christians do not correctly represent the Christian religion. They appear gloomy, as if under a cloud. They often speak of the great sacrifices they have made to become Christians. They appeal to those who have not accepted Christ, representing by their own example and conversation that they must give up everything which would make life pleasant and joyful. They throw a pall of darkness over the blessed Christian hope. The impression is given that God's requirements are a burden even to the willing soul, and that everything that would give pleasure, or that would delight the taste, must be sacrificed."—*Messages to Young People*, page 363.

"Recreation is needful to those who are engaged in physical labor and is still more essential for those whose labor is principally mental. It is not essential to our salvation, nor for the glory of God, to keep the mind laboring constantly and excessively, even upon religious themes."—*Testimonies*, Vol. 1, p. 514.



**Might it be possible that the spirituality of my home could be affected by my attitude toward recreation?**

**THINK IT THROUGH**

**Actually, is there any phase or stage of life that is not affected by the way we look upon recreation?**

"It is the privilege and duty of Christians to seek to refresh their spirits and invigorate their bodies by innocent recreation, with the purpose of using their physical and mental powers to the glory of God. Our recreations should not be scenes of senseless mirth, taking the form of the nonsensical. We can conduct them in such a manner as will benefit and elevate those with whom we associate, and better qualify us

and them to more successfully attend to the duties devolving upon us as Christians.

"We cannot be excusable in the sight of God if we engage in amusements which have a tendency to unfit us for the faithful performance of the ordinary duties of life, and thus lessen our relish for the contemplation of God and heavenly things."—*Messages to Young People*, page 364.

FOR FURTHER STUDY: "The Adventist Home," page 507.

November 22

Part 2  
CRITERIA FOR  
RECREATION  
1 Cor. 10:31;  
Phil. 4:5

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

"Let your moderation be known unto all men."

"There are persons with a diseased imagination to whom religion is a tyrant, ruling them as with a rod of iron. . . . They consider all recreation or amusement a sin. . . . This is one extreme. Others think that the mind must ever be on the stretch to invent new amusements and diversions. . . . They learn to depend on excitement, and are uneasy without it."  
—*Counsels on Health*, page 631.



**What is the true purpose of education?**

"In this age, life has become artificial, and men have degenerated. While we may not return fully to the simple habits of those early times, we may learn from them lessons that will make our seasons of recreation what the name implies—seasons of true upbuilding for body and mind and soul."—*Education*, page 211.



**What does the term "re-create" imply? Is there a need for agreement in the home on the kinds of play and diversion that could be helpful to every member of the family?**

**THINK IT THROUGH**

**In what ways can recreation enter into meals, worship, trips, and work programs of the family as well as the stated times of diversion? Can everyday family living be an adventure in recreation?**

"Are your recreations such as to impart moral and spiritual vigor? Will they lead to purity of thought and action? Impurity is today widespread, even among the professed followers of Christ. Passion is unrestrained; the animal propensities are gaining strength by indulgence, while the moral powers are constantly becoming weaker. Many are eagerly participating in worldly, demoralizing amusements which God's Word forbids. Thus they sever their connection with God

and rank themselves with the pleasure lovers of the world. The sins that destroyed the antediluvians and the cities of the plain exist today—not merely in heathen lands, not only among popular professors of Christianity, but with some who profess to be looking for the coming of the Son of man. If God should present these sins before you as they appear in His sight, you would be filled with shame and terror."—"Testimonies," Vol. 5, p. 218.

FOR FURTHER STUDY: "The Adventist Home," pages 506, 507.

**Part 3**  
**ARE AMUSEMENTS**  
**AND SPORTS A**  
**PART OF**  
**RECREATION?**  
**Prov. 4:14, 15**

**"Enter not into the path of the wicked, and go not in the way of evil men. Avoid it, pass not by it, turn from it, and pass away."**



**What is the difference between recreation and amusement?**

"There is a distinction between recreation and amusement. Recreation, when true to its name, re-creation, tends to strengthen and build up. . . . Amusement, on the other hand, is sought for the sake of pleasure and is often carried to excess."—*Education*, page 207.

"In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscles and brains, they should be much in the open air and have well-regulated employment and amusement."—*Testimonies*, Vol. 3, p. 137.

"Let the parents study to get up something to take the place of more dangerous amusements."—*Ibid.*, Vol. 1, p. 514.

"There is great need of temperance in amusements, as in every other pursuit."—*Counsels to Teachers*, page 333.

"Sports and games open the door to a flood of temptations."—*Ibid.*, p. 366.

"They [excessive athletic games] tend to destroy a relish for life's sober realities and its tranquil enjoyments. Thus the door is opened to dissipation and lawlessness, with their terrible results."—*Education*, page 211.

**THINK IT THROUGH**

**Is the danger in amusement and sports themselves or in the problem of imbalance? Is there as much danger in sedentary "sports" of adults, such as gossip or criticism, as in excess in team sports of youth?**

"While we are seeking to refresh our spirits and invigorate our bodies, we are required of God to use all our powers at all times to the best purpose. We can, and should, conduct our recreations in such a manner that we shall be better fitted for the more successful discharge of the duties devolving upon us, and our influence will be more beneficial upon those with whom we associate. . . .

"Any amusement in which you can engage asking the blessing of God upon it in faith will not be dangerous. But any amusement which disqualifies you for secret prayer, for devotion at the altar of prayer, or for taking part in the prayer meeting, is not safe, but dangerous."—*Counsels to Teachers*, pages 336, 337.

FOR FURTHER STUDY: "The Adventist Home," page 511.

November 24

**Part 4**  
**CHOOSING FUN**  
**FOR THE FAMILY**  
Prov. 3:6

**"In all thy ways acknowledge Him, and He shall direct thy paths."**

"On such occasions parents and children should feel free from care, labor, and perplexity. Parents should become children with their children, making everything as pleasant for them as possible. . . . Nothing will be lost, but much gained."  
—*Testimonies*, Vol. 1, p. 515.

Is Mrs. White's counsel on this subject out of date? Is there a danger of limiting the concept of fun? Shouldn't it include all phases of living?

Are the recreational pursuits to be solely what the parents like to do—or should they take into account the ages and interests of the children?



**In what way can the child's attitude toward work help in his outlook on life? in his choice of a vocation? and in his enjoyment of life?**

**THINK IT THROUGH**

**Some youth have a tendency to feel that the Seventh-day Adventist teaching with respect to fun is too restricted. What are avenues of wholesome discussion and activity that are worthy of our time and effort? What is the duty of parents and teachers to the youth who have difficulty understanding the danger of questionable amusements?**

"Youth cannot be made as sedate and grave as old age, the child as sober as the sire. While sinful amusements are condemned, as they should be, let parents, teachers, and guardians of youth provide in their stead innocent pleasures, which will not taint or corrupt the morals."—*Counsels to Teachers*," page 335.

"There are modes of recreation which are highly beneficial to both mind and body. An enlightened, discriminating mind will find abundant means for entertainment and diversion, from sources not only innocent, but instructive. Recreation in the open air, the contemplation of the works of God in nature, will be of the highest benefit."

"The great God, whose glory shines from the heavens, and whose divine hand upholds millions of worlds, is our Father. We have only to love Him, trust in Him, as little children in faith and confidence, and He will accept us as His sons and daughters, and we shall be heirs to all the inexpressible glory of the eternal world. All the meek will He guide in judgment, the meek will He teach His way. If we will walk in obedience to His will, learn cheerfully and diligently the lessons of His providence, by and by He will say: Child, come home to the heavenly mansions I have prepared for you."—*Testimonies*, Vol. 4, p. 653.

**FOR FURTHER STUDY:** "The Adventist Home," page 508; "Testimonies," Vol. 1, pp. 514, 515.

**Part 5**  
**CHOOSING HOBBIES**  
**Prov. 31:27**

**"She looketh well to the ways of her household, and eateth not the bread of idleness."**

"Parents cannot commit a greater sin than to allow their children to have nothing to do."—*Christ's Object Lessons*, page 345.

"It is a sin to let them [children] grow up in idleness."  
—*Testimonies*, Vol. 2, p. 371.



**What counsel does the Bible give about idleness?  
Prov. 6:6-11.**

Although there is no substitute for the responsibility of work, the developing of hobbies is a most important supplement to gainful occupation of time. Is there a better way to nurture a never-ending fellowship adventure with your children and with each other?

What might be some hobbies that would unite the following categories:

- a. Indoor
- b. Outdoor
- c. Active
- d. Quiet
- e. Secular
- f. Religious

**THINK IT THROUGH**

**Must Christianity be mostly theoretical or mostly practical if we are to win the youth for Christ? If religion is largely caught instead of taught, am I utilizing the natural youth hobby interest in the mission field which is my family? Does the following quotation have application in the field of hobbies?**

"In the place of providing diversions that merely amuse, arrangements should be made for exercises that will be productive of good. . . .

"God bestows talents upon men, not that these talents may lie unused or be employed in self-gratification, but that they may be used to bless others. God grants men the gift of time for the purpose of promoting His glory. When

this time is used in selfish pleasure, the hours thus spent are lost for all eternity.

"Our young people need to be surrounded with wholesome, uplifting influences. They are to be kept in the love of the truth. The standard set before them should be high."—"Counsels to Teachers," page 354.

FOR FURTHER STUDY: "The Adventist Home," pages 509, 510.

**Part 6**  
**SABBATH DELIGHTS**  
 Isa. 58:13;  
 Lev. 23:32

**"And call the Sabbath a delight, the holy of the Lord, honorable; and shalt honor Him."**

**"From even unto even, shall ye celebrate your Sabbath."**

There are all sorts of Sabbath keepers. Some are quite happy and delighted in the day. They are never weary with its hours, and they never wish them to be gone. The Sabbath to them is neither a burden nor an escape from life.

But others there are to whom the Sabbath is merely an obligation and Sabbath keeping a job of religion. Still others observe the Sabbath out of habit.

"Parents, above everything take care of your children upon the Sabbath."—*Child Guidance*, page 533.

"We are not to teach our children that they must not be happy on the Sabbath."—*Ibid.*, pp. 533, 534.

"Do not weary them with long prayers and tedious exhortations, but through nature's object lessons teach them obedience to the law of God."—*The Desire of Ages*, pages 516, 517.



**Can Sabbath self-discipline and delight become one and the same for all the members of the family? How?**

Since the word "celebrate" suggests happy participation, list various ways Sabbath can become a unique celebration in worship activities, hobbies, faith sharing, and the like.

**THINK IT THROUGH**

**Do we make the Sabbath a delight or a depressant to our children? What is the Sabbath intended to be in the life of the family?**

"Make it [the Sabbath] the most interesting day of the week."—"Testimonies," Vol. 2, p. 584.

"All who love God should do what they can to make the Sabbath a delight, holy and honorable. . . . We should devote time to interesting our children. A change will have a happy influence upon them. We can walk out with them in the open air; we can sit with them in the groves and in the bright sunshine, and give their restless

minds something to feed upon by conversing with them upon the works of God, and can inspire them with love and reverence by calling their attention to the beautiful objects in nature.

"The Sabbath should be made so interesting to our families that its weekly return will be hailed with joy. . . . Parents, make the Sabbath a delight, that your children may look forward to it and have a welcome in their hearts for it."—"Ibid.," pp. 584, 585.

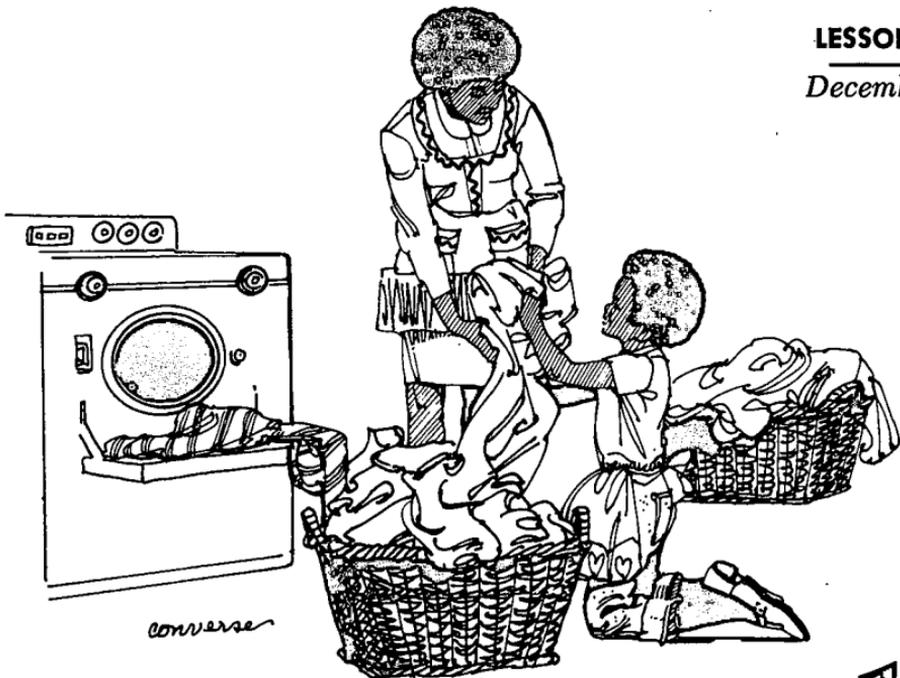
FOR FURTHER STUDY: "The Adventist Home," pages 503, 504.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. Do Christians need recreation? \_\_\_\_\_
2. True or False: Seasons of recreation are for the upbuilding of body, mind, and soul. \_\_\_\_\_
3. Any amusement in which you can engage asking the \_\_\_\_\_ upon it . . . will not be dangerous.
4. What is the duty of parents and teachers with regard to recreation for our youth? \_\_\_\_\_
5. List three hobbies that are active: \_\_\_\_\_  
List three hobbies that are quiet: \_\_\_\_\_
6. Sabbath is to be the \_\_\_\_\_ of the week.

(The answers are at the bottom of the page.)

Answers: (1) Yes; (2) True; (3) blessing of God; (4) must find wholesome recreation for them, joining in with them in the fun; (5) your choice of active and quiet hobbies; (6) most interesting day.



## ECONOMICS IN THE HOME

# 10

**"For where your treasure is, there will your heart be also." Luke 12:34.**

True economy is the saving of that which is of value. Matt. 16:26. What do we treasure more, people or things? Some foolishly treasure things that will perish with this world and that nourish vanity, pride, and covetousness. Others treasure people and spiritual values that will endure and that can bring comfort and satisfaction. The aim of this lesson is to study how to save that which is of value to the home and family.

### KEY THOUGHTS

1. *Some gains are losses:* Adam and Eve thought they had gained their freedom, but they lost their dominion. King Saul gained animals and lost a kingdom. Judas gained silver and lost a Saviour.

2. *The price is exorbitant:* If we ruin our health to accumulate wealth; if we lose our children to save tuition money; if we lose a friend to gain some property.

3. *Proverbs worth considering:* Poor people have poor ways. A willful waste

makes a woeful want. He who buys what he does not need, will need what he cannot buy. A fool and his money are soon parted. Idleness is sin.

### LESSON OUTLINE

1. **Talents Given to Everyone**  
Matt. 25:14, 15
2. **Time**  
Luke 19:13
3. **Have a Schedule**  
Eccl. 3:1
4. **Earning Money**  
Deut. 8:18
5. **Spending Money**  
Matt. 22:21
6. **Practice Economy**  
Matt. 14:20

November 28

**Part I**  
**TALENTS GIVEN**  
**TO EVERYONE**

**Matt. 25:14, 15**

**"For the kingdom of heaven is as a man traveling into a far country, who called his own servants, and delivered unto them his goods. And unto one he gave five talents, to another two, and to another one; to every man according to his several ability; and straightway took his journey."**

Talents are the tools the Master assigns to each worker. By learning how to use these tools skillfully one increases his efficiency greatly. We could say then that one's talents are doubled by securing a Christian education, for "education is but a preparation of the physical, intellectual, and moral powers for the best performance of all the duties of life."—*Testimonies*, Vol. 4, p. 498. Each talent we possess is a responsibility God has assigned to us.

This education is to begin in the home. "The home is the child's first school, and it is here that the foundation should be laid for a life of service."—*The Ministry of Healing*, page 400. "Children as well as parents have important duties in the home."—*Ibid.*, p. 394. "It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit."—*Counsels to Teachers*, page 146.



**What time is given to us in which to labor? Ex. 20:9.**

"Parents cannot commit a greater sin than to allow their children to have nothing to do."—*Christ's Object Lessons*, page 345. "God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life."—*The Desire of Ages*, page 72.



**How essential is Christian education?**

"Wisdom is the principal thing; therefore get wisdom." Prov. 4:7. "The work of education and the work of redemption are one."—*Education*, page 30.

**THINK IT THROUGH**

**In addition to the arts and skills, am I overlooking such talents as influence, cooperation, friendliness?**

"The development of all our powers is the first duty we owe to God and to our fellowmen. No one who is not growing daily in capability and usefulness is fulfilling the purpose of life. In making a profession of faith in Christ we pledge ourselves to become

all that it is possible for us to be as workers for the Master, and we should cultivate every faculty to the highest degree of perfection, that we may do the greatest amount of good of which we are capable."—*Christ's Object Lessons*, pages 329, 330.

**FOR FURTHER STUDY:** "Christ's Object Lessons," pages 327-365.

November 29

Part 2  
TIME  
Luke 19:13

**"And he called his ten servants, and delivered them ten pounds, and said unto them, Occupy till I come."**

"Our time belongs to God. Every moment is His, and we are under the most solemn obligation to improve it to His glory. . . .

"We have no time to waste, no time to devote to selfish pleasure, no time for the indulgence of sin."—*Christ's Object Lessons*, page 342.

Sufficient time is given for every duty God requires of man; therefore, anyone who does not have time to do his duty is doing something that is not his duty. "Parents should allow nothing to prevent them from giving to their children all the time that is necessary to make them understand what it means to obey and trust the Lord fully."—*Counsels to Teachers*, page 129.



**What should a man do who does not have time for his family?**

"If he [the father] is engaged in business which almost wholly closes the door of usefulness to his family, he should seek other employment which will not prevent him from devoting some time to his children."—*The Adventist Home*, page 221.



**What should a mother do who does not have time for her children?**

"It is the cry of many mothers: 'I have no time to be with my children.' Then for Christ's sake spend less time on your dress. . . . Neglect to receive and make calls. Neglect to cook an endless variety of dishes. But never, never neglect your children."—*The Adventist Home*, pages 191, 192.

**THINK IT THROUGH**

**In the parable of the talents upon what did success depend? Matt. 25:21.**

Success in any line depends on the time devoted to it. A student must spend time with his lessons if he is to learn anything. A professional person must spend time with his profession if he is to serve others. No business can succeed unless time is given to it. No home can succeed unless time is given

to it. One reason why so many homes are breaking up today is that so little time is spent in companionship.

"Let parents devote the evenings to their families. Lay off care and perplexity with the labors of the day." —*The Adventist Home*, page 192.

FOR FURTHER STUDY: "Christ's Object Lessons," pages 345-349.

November 30

**Part 3**  
**HAVE A SCHEDULE**  
**Eccl. 3:1**

**"To everything there is a season, and a time to every purpose under the heaven."**

One of the relentless things about life is that it is passing. Time spends itself no matter what we do with it. It moves at its own pace, and we can't "save" any part of it. The only part we play in its passing is the purpose to which we put it. We can waste it or use it well; we can fill it full or leave it empty and idle. We can use it for the right things or for the wrong things.



**What does the wise man say about time? Eccl. 8:5, last part.**

Every successful business has a definite program, a schedule. Every successful home must have the same. Inasmuch as some responsibilities require more time than others and all of us are tempted to spend more time with certain duties than with others, a budget should be made before the schedule is started.



**What should the slow, careless worker do?**

"There is no excuse for slow bungling at work of any character. . . . The one who is slow and who works at a disadvantage should realize that these are faults to be corrected. He needs to exercise his mind in planning how to use the time so as to secure the best results."—*Christ's Object Lessons*, page 344.

**THINK IT THROUGH**

**How much time do I waste in doing things that don't mean much to me or to anyone else? Am I putting off doing the important things of life while waiting for "a more convenient season"?**

"It is the duty of every Christian to acquire habits of order, thoroughness, and dispatch. . . . When one is always at work and the work is never done, it is because mind and heart are not put into the labor. . . . By tact and method, some will accomplish as much in five hours as others do in ten. Some who are engaged in domestic labor are always at work not because they have so much to do but because they do not

plan so as to save time. By their slow, dilatory ways they make much work out of very little. But all who will, may overcome these fussy, lingering habits. In their work let them have a definite aim. Decide how long a time is required for a given task, and then bend every effort toward accomplishing the work in the given time."—*Christ's Object Lessons*, page 344.

**FOR FURTHER STUDY:** "Child Guidance," pages 110-112; "The Adventist Home," pages 190-194.

December 1

**Part 4**  
**EARNING MONEY**  
**Deut. 8:18**

**"Thou shalt remember the Lord thy God: for it is He that giveth thee power to get wealth."**

The money one earns goes into his pocket. The money one spends becomes in a very real way a part of his character. A Christian parent should teach his child how to earn and to spend money. In the hands of a Christian money can be a blessing to himself and to others.

Man is to earn his living. Gen. 3:19. God promises to give the power but not the wealth. Deut. 8:18. One should work for what he gets. If he does not work, he should not eat. 2 Thess. 3:10.



**When should the training for life's responsibilities begin? Prov. 22:6.**

"As soon as strength and reasoning power are sufficiently developed, he [the child] should be given duties to perform in the home."—*The Ministry of Healing*, page 401.



**How can a child earn money?**

The home is the ideal place. Mother is the employer and the child is the employee. Mother may make out a list of certain work a child can do in the kitchen, dining room, laundry, yard, garden, and elsewhere and assign a point value to each item and a cash value to each point. For example:

Wash dishes	2	Care for garbage	1
Dry dishes	1	Sweep kitchen	1
Wash pots and pans	2		

Selecting the job himself gives the child a greater desire to do his best, and so he learns more. Mother inspects the work done and records the number of points earned each day. At the end of the week she totals the number of points and multiplies this by the cash value and pays the employee in full. A little work gets little pay. A child is not to be paid for everything he does around the house, but he receives pay only for the chores stipulated in the agreement. He is a regular employee in this home-school and is paid in accordance with the business agreement made at the beginning of the week.

**THINK IT THROUGH**

**What should the individual do when he is unemployed?**

"Many who through diligent labor might have been a blessing to the world, have been ruined through idleness. Lack of employment and of stead-

fast purpose opens the door to a thousand temptations."—"Christ's Object Lessons," page 345.

**FOR FURTHER STUDY:** "Christ's Object Lessons," pages 354, 355; "Child Guidance," pages 122-127.

**Part 5**  
**SPENDING MONEY**  
**Matt. 22:21**

**"Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's."**

Parents should teach the child how to spend his money. This calls for a budget. A budget neither takes from nor adds to the amount, but it does enable one to spend economically. One way of teaching a child how to budget his money is to divide his earnings into four parts.

**PART ONE** is for God—tithes and offerings. The child should be taught that God comes first in his money and in his affections. After tithe come offerings such as Sabbath School offerings and other church funds.

**PART TWO** is used to supply personal needs. We might begin with one inexpensive article of clothing. By the time he is in his teens, he should be able to buy all his own clothes with the money allowed. What is the difference between a debt and an investment?

**PART THREE** is for a savings account. No business is secure without some capital, and no home is secure without a savings account. This is just the opposite of the charge account, which often costs a couple more than they realize in interest, besides tempting them to overspend.



**What instruction is given in the Bible concerning debt?**  
**Rom. 13:8.**

"We should shun debt as we should shun the leprosy."—*Testimonies*, Vol. 6, p. 217. Debt is a handicap. It causes friction between husband and wife. It is worth the effort to pay off the debts and start a savings account.

**PART FOUR** is the personal allowance. If every dime is tagged, the child is likely to get the idea that money is simply to be passed on to someone else. But if he sees that twenty-five cents out of every dollar is his to spend as he pleases, he begins to realize that money has value. He may make some poor investments, but better lose a few quarters now than many dollars later. A child learns to spend money by using it.

Each adult should have a personal allowance. After our obligations to God and to man are cared for and something laid away for emergencies, the remainder should be divided between husband and wife.

**THINK IT THROUGH**

**How does money spending reveal character?**

"Money has great value, because it can do great good. In the hands of God's children it is food for the hungry, drink for the thirsty, and clothing for the naked. It is a defense for the oppressed, and a means of help to the

sick. But money is of no more value than sand, only as it is put to use in providing for the necessities of life, in blessing others, and advancing the cause of Christ."—"Christ's Object Lessons," page 351.

**FOR FURTHER STUDY:** "The Adventist Home," pages 367-398.

December 3

**Part 6**  
**PRACTICE**  
**ECONOMY**  
**Matt. 14:20**

**"And they did all eat, and were filled: and they took up of the fragments that remained twelve baskets full."**

"There is a lesson for us in the feeding of the five thousand."—*Child Guidance*, page 135.

"Nothing that can be utilized should be thrown away. This will require wisdom, and forethought, and constant care."—*Ibid.* Good wholesome food should not be thrown away; neither should we overeat of it. An impoverished diet is poor economy regardless of the price paid.



**Why should children learn to economize?**

"Teach your children that God has a claim upon all they possess, and that nothing can ever cancel this claim; all they have is theirs only in trust, to prove whether they will be obedient. . . . Habits of economy, industry, and sobriety are, even in this world, a better portion for you and your children than a rich dowry."—*Ibid.*, p. 134. One way of teaching economy in time is to have everything returned to its place when not in use. Hours are wasted in looking for lost articles. Equally necessary is it to have a time (a schedule) for regular family routine.



**What kind of toys should be given to children?**

"Do not give the children playthings that are easily broken. To do this is to teach lessons in destructiveness. Let them have a few playthings, and let these be strong and durable. Such suggestions, small though they may seem, mean much in the education of the child."—*Counsels to Teachers*, page 123.

When he grows older a child should learn to repair his toys. Small repairs mean large savings. "The inability to save, in little things, is one reason why so many families suffer for lack of the necessities of life."—*Ibid.*, p. 135.

**THINK IT THROUGH**

**How do some people use the time that others waste?**

"A few moments here and a few there, that might be frittered away in aimless talk; the morning hours so often wasted in bed; . . . the moments of waiting . . . —if a book were kept at hand, and these fragments of time were improved in study, reading, or careful thought, what might not be accom-

plished. A resolute purpose, persistent industry, and careful economy of time, will enable men to acquire knowledge and mental discipline which will qualify them for almost any position of influence and usefulness."—"Christ's Object Lessons," page 343.

**FOR FURTHER STUDY:** "Child Guidance," pages 101, 102, 134-136; "The Adventist Home," pages 381-385.

**Part 7**   ◇   **SUMMARY QUESTIONS**   ◇   **TO TEST YOUR STUDY POWER**

1. Select: Each talent I possess is (a) a gift, (b) a responsibility, (c) an award of merit. \_\_\_\_\_
  
2. What is one of the major causes for the breakup of the home today?  
\_\_\_\_\_.
  
3. "It is the duty of every Christian to acquire habits of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  
4. How have many been ruined? \_\_\_\_\_
  
5. In what three ways only is money of real value? \_\_\_\_\_  
\_\_\_\_\_
  
6. "The inability to \_\_\_\_\_, in little things, is one reason why so many families suffer for lack of the \_\_\_\_\_ of \_\_\_\_\_.

(The answers are at the bottom of the page.)

Answers: (1) a responsibility; (2) little time spent in companionship; (3) order, thoroughness, dispatch; (4) thorough idleness; (5) providing for necessities, blessing others, advancing the cause of Christ; (6) save, necessities, life.



## **LOVE, THE HOME'S FOUNDATION 11**

**"Beloved, let us love one another: for love is of God; and everyone that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love." 1 John 4:7, 8.**

It no doubt seems trite to suggest that love is the foundation of the home. What is true of any home in this respect is doubly true of the Christian home. This is an area, however, where we sometimes get involved in a swampland of words which we use glibly, often failing really to think through just what we mean by the words.

The fact that in Western countries, and especially in America, the home is many times established as the result of romantic love, sometimes causes us to wonder why the excitement and wonder fade with the passing months. Romantic love involves a great deal of sentimentality, a "tickle under the fifth rib" type of thing; but, essential and wonderful as that is, it takes a deeper and more meaningful love to build a home. It takes a love that will face trials and disappointments, that will endure the struggles of raising a family.

Our study this week will explore this kind of love.

### **LESSON OUTLINE**

- 1. Love, the Christian's Mark**  
John 13:35
- 2. Love Is Concern**  
Jer. 31:3
- 3. Love Is Responsibility**  
Num. 10:31
- 4. Love Is Empathy**  
Eze. 3:15
- 5. Love Is Knowing**  
John 10:27
- 6. An Analysis of Love**  
1 Cor. 13:4-7

Part 1  
LOVE, THE  
CHRISTIAN'S MARK  
John 13:35

**"By this shall all men know that ye are My disciples, if ye have love one to another."**

We sometimes get carried away in studying the mark of the beast and the seal of God, and come to believe that Sabbath keeping is the supreme indication of our discipleship. While we must not ignore its importance, particularly in the last days, we must heed the words of Christ that the most evident mark of discipleship is love. "Said Jesus: 'Love one another, as I have loved you.' How much? His love cannot be told."—*Testimonies*, Vol. 1, p. 150. We should love others well enough to give our life for a brother.

It is a simple matter to talk about love. But we must be certain of how it is to operate in the Christian life and home.

▷ **What relationship exists between a knowledge of God and love for others? 1 John 4:7, 8.**

We should admit proudly that the raising of a family is work of the highest order. The training of children is said to be work of the "nicest" order committed to man. What is said about pure love in relation to the work we do?

"Pure love is simple in its operations, and separate from every other principle of action. . . . God considers more with how much love we work, than the amount we do. . . . Love does good and nothing but good. Those who have love bear fruit unto holiness, and in the end everlasting life."—Ellen G. White Comments, *The SDA Bible Commentary*, Vol. 7, p. 952.

**THINK IT THROUGH**

**To what extent is my profession of discipleship corroborated by a demonstration of true love to others?**

"Above all things else, let parents surround their children with an atmosphere of cheerfulness, courtesy, and love. A home where love dwells, and where it is expressed in looks, in words, and in acts, is a place where angels delight to manifest their presence."—"The Ministry of Healing," pages 386, 387.

"The first lesson that children are to

be taught is that God is their Father. This lesson should be given them in their earliest years. Parents are to realize that they are responsible before God for making their children acquainted with their heavenly Father. . . . That God is love is to be taught by every lesson."—"Child Guidance," page 487.

FOR FURTHER STUDY: "Child Guidance," pages 258-268.

**Part 2**  
**LOVE IS CONCERN**  
**Jer. 31:3**

**"The Lord hath appeared of old unto me, saying, Yea, I have loved thee with an everlasting love: therefore with loving-kindness have I drawn thee."**

This text sets in bold relief the first ingredient of true love—CONCERN. It was concern for man's welfare that led God to make the supreme gift to mankind. While the acceptance of this gift must be the free choice of man, God works with man constantly. Jer. 3:13, 14.

If we are to be as God wants us to be, this same constant concern must mark our dealings with each other as parents and our dealings with our children.

"Neither parents nor children can have peace or happiness or rest of spirit in any false path. But when the fear of God reigns in the heart, combined with love for Jesus, peace and joy will be felt."—*Child Guidance*, page 67.

Much of Christ's instruction was to show man how to be happy (blessed).



**Review the Beatitudes, reading "happy" instead of "blessed." Matt. 5:3-12.**

True love seeks genuine happiness for the children. *Child Guidance*, page 135, states that true love for children will be expressed by not "indulging their pride, their extravagance, their love of display."

Keep this facet of love in mind when we study the question of discipline in the home, because it is concerned with the growth of the person as an individual.

**THINK IT THROUGH**

**How can I be sure my dealings with the children and with my life partner stem from love and concern for their welfare rather than from my pride and self-concern?**

"Love has a twin sister, which is duty. Love and duty stand side by side. Love exercised while duty is neglected will make children headstrong, willful, perverse, selfish, and disobedient. If stern duty is left to stand alone with-

out love to soften and win, it will have a similar result. Duty and love must be blended in order that children may be properly disciplined."—"Testimonies," Vol. 3, p. 195.

FOR FURTHER STUDY: "The Adventist Home," pages 50-54.

**Part 3**  
**LOVE IS**  
**RESPONSIBILITY**  
**Num. 10:31**

**"And he said, Leave us not, I pray thee; forasmuch as thou knowest how we are to encamp in the wilderness, and thou mayest be to us instead of eyes."**

The experience of Moses with Hobab is a clear illustration of the second ingredient to be found where there is genuine love—RESPONSIBILITY. This is another word that can be slipped over carelessly. It is actually the ability to respond to and satisfy a need. It is a primary evidence of God's love to us, that He is able to respond to and satisfy all of our needs.

Happy the home which is peopled with those who are willing to help and encourage each other.



**How did Joseph satisfy the material needs of his father and his brethren? Gen. 45:16-28.**

Even as Joseph showed real love in caring for the brothers who had so terribly wronged him, parents need to accept and strengthen children who have failed.

"Do not withdraw your love now. That love and sympathy is needed now as never before. When others look with coldness and put the worst construction upon the misdeeds of your boy, should not the father and mother in pitying tenderness seek to guide his footsteps into safe paths?"—*Child Guidance*, page 266.



**Why is it so important for children to receive love from parents and others?**

"Do not treat your children only with sternness, forgetting . . . that they are but children. Do not expect them to be perfect. . . . By so doing, you will close the door of access which you might otherwise have to them and will drive them to open a door for injurious influences, for others to poison their young minds."—*The Adventist Home*, page 196.

**THINK IT THROUGH**

**How can I best recognize and satisfy the needs of my mate and my children?**

"Fathers and mothers, in the home you are to represent God's disposition. You are to require obedience, not with a storm of words, but in a kind, loving manner. You are to be so full of compassion that your children will be drawn to you."—*Child Guidance*, page 259.

"Even parents have not understood how much they are responsible for the

traits of character developed in their children, and have not had the tenderness and wisdom to deal with these poor children, whom they have made what they are. . . . But Jesus looks upon these children with pity and with love, for He sees, He understands from cause to effect."—*Fundamentals of Christian Education*, page 262.

FOR FURTHER STUDY: "Education," pages 113, 114.

December 8

**Part 4**  
**LOVE IS EMPATHY**  
**Eze. 3:15**

**"Then I came to them of the captivity of Tel-abib, that dwelt by the river of Chebar, and I sat where they sat, and remained there astonished among them seven days."**

Read the first three chapters of Ezekiel to get the setting for this verse, which points out the third ingredient of love—EMPATHY. This word may be unfamiliar to some. The meaning here is the ability to put oneself into another's place, and thus better understand why he acts or speaks as he does.



**What is the secret of Christ's success as our Mediator?**  
**Heb. 2:17, 18.**

In no situation is empathy more important than in the home. It might help to bridge the "generation gap" if children could see the viewpoint of the parents; but let us be realistic and say that parents should also concentrate on developing the ability to see their children's viewpoint.

"Let father and mother remember that they themselves are but grown-up children. . . . Because of their own mistakes and errors they should learn to deal gently with their erring children.

"You may feel annoyed sometimes because your children go contrary to what you have told them. But have you ever thought that many times you go contrary to what the Lord has commanded you to do?"—*Child Guidance*, pages 264, 265.

**THINK IT THROUGH**

**What are some of the ways husbands and wives can show empathy for each other? Should parents feel concern for their children?**

"Children need constant watchcare and tender love. Bind them to your hearts, and keep the love as well as the fear of God before them. Fathers and mothers do not control their own spirit and therefore are not fit to govern others. . . . You have yet to learn to do justly and love mercy, as well as to walk humbly with God."—"Testimonies," Vol. 4, p. 621.

"Administer the rules of the home in wisdom and love, not with a rod of iron. Children will respond with willing obedience to the rule of love. Command your children whenever you can. . . . Remember that children need not only reproof and correction, but also encouragement and commendation, the pleasant sunshine of kind words."—"Counsels to Teachers," page 114.

**FOR FURTHER STUDY:** "Testimonies," Vol. 3, pp. 133-136.

Part 5  
LOVE IS KNOWING  
Psalm 103:13, 14

"Like as a father pitieth his children, so the Lord pitieth them that fear Him. For He knoweth our frame; He remembereth that we are dust."

Read also Psalm 139:1-18.

Few relationships known to man more meaningfully picture God's love for His people than a father's love for his children. One reason given for this love is that God knows us.

Knowledge of man's frailty and weakness seems to make an added appeal, if any were needed, to the heart of God in man's behalf—an appeal human parents well understand when they are entrusted with the life of a helpless infant.

Note the characteristics of a father's love in the story of the prodigal son. Luke 15:11-32.

This fourth ingredient of love is superlatively illustrated in this story. Read comments in *Testimonies*, Vol. 3, pp. 102, 103, and in *Christ's Object Lessons*, pages 198-211.

As parents we need to know our children well enough to recognize their shortcomings but nevertheless to give them affection and understanding.

Self-knowledge on the part of parents is also essential, that positive traits of character may be developed and weaknesses overcome. This experience came to Enoch after the birth of his first son: "The closer the connection with God, the deeper was the sense of his own weakness and imperfection."—*Patriarchs and Prophets*, page 85. See also page 84.

"Day by day you may make advancement in self-knowledge. Day by day you may learn better how to strengthen your weak points of character. The Lord Jesus will be your light, your strength, . . . because you yield the will to His will."—*The Adventist Home*, pages 95, 96.

THINK IT THROUGH

How may I be sure that my love for my family is based on a knowledge of myself and of the family members?

"I see the necessity of parents dealing in the wisdom of Christ with their erring children. . . . It is the unpromising ones who need the greatest patience and kindness, the most tender sympathy. . . . Let the hearts of parents be softened by the grace of Christ, and His love will find a way to the heart."—*"Child Guidance,"* page 260.

"The mother's work is such that it

demands continual advancement in her own life, in order that she may lead her children to higher and still higher attainments. But Satan lays his plans to secure the souls of both parents and children. Mothers are drawn away from the duties of home and the careful training of their little ones, to the service of self and the world."—*"Ibid.,"* p. 71.

FOR FURTHER STUDY: "SDA Bible Commentary," Vol. 6, pp. 780-783.

December 10

**Part 6**  
**AN ANALYSIS**  
**OF LOVE**

**1 Cor. 13:4-7**

**"Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil; rejoiceth not in iniquity, but rejoiceth in the truth; beareth all things, believeth all things, hopeth all things, endureth all things."**

The description in these verses does not define love, but it does describe the person who loves. The concept of love we have been studying this week, when made a part of the life, makes possible this description of the person who truly loves.



**What part does love play in determining personal behavior?**

"Up through the roots of his affection for Christ springs an unselfish interest in his brethren. Love imparts to its possessor grace, propriety, and comeliness of deportment. It illuminates the countenance and subdues the voice; it refines and elevates the entire being."—*Gospel Workers*, page 123.

"Love is power. Intellectual and moral strength are involved in this principle, and cannot be separated from it. . . . The excellence and value of pure love consist in its efficiency to do good, and to do nothing else than good. Whatsoever is done out of pure love, be it ever so little or contemptible in the sight of men, is wholly fruitful; for God regards more with how much love one worketh than the amount he doeth."—*Testimonies*, Vol. 2, p. 135.



**How does Christ's description of the Good Shepherd paint a picture of love? John 10:1-10.**

**THINK IT THROUGH**

**In what ways has my life revealed true love to my family during the past week? How should a person look at 1 Corinthians 13—as a code to follow, or as a basis for forming a right character?**

"The door of the mind should be closed against 'they say' or 'I have heard.' Why should we not, instead of allowing jealousy or evil surmising to come into our hearts, go to our brethren, and, after frankly but kindly setting before them the things we have heard detrimental to their character and influence, pray with and for them?"—Ellen G. White Comments, "SDA Bible Commentary," Vol. 3, p. 1163.

"The Bible enjoins courtesy, and it presents many illustrations of the unselfish spirit, the gentle grace, the winsome temper, that characterize true politeness. These are but reflections of the character of Christ. All the real tenderness and courtesy in the world, even among those who do not acknowledge His name, is from Him. And He desires these characteristics to be perfectly reflected in His children."—"Education," pages 241, 242.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. Love is the \_\_\_\_\_ of discipleship.
2. What is the first ingredient of true love? \_\_\_\_\_
3. Responsibility is the ability to \_\_\_\_\_ to and \_\_\_\_\_ another's needs.
4. A word to describe putting oneself in another's place is \_\_\_\_\_.
5. "I see the necessity of parents dealing in the \_\_\_\_\_ of Christ with their \_\_\_\_\_ children."
6. "Love imparts to its possessor \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of deportment."

(The answers are at the bottom of the page.)



## GIVING, THE GREATEST JOY 12

**"I have showed you all things, how that so laboring ye ought to support the weak, and to remember the words of the Lord Jesus, how He said, It is more blessed to give than to receive." Acts 20:35.**

These were no idle words spoken by Jesus, and they were not the afterthought to some point of great importance. They express one of the great principles of life. A failure to learn this principle can deprive a person of the primary source of happiness. Because Christ came to earth to teach men to be happy, He spoke often of love. But to define love is to suggest that love is primarily giving, not receiving.

"Love means having all the powers of one's being disciplined, and devoted in all their keenness and strength and maturity, to the one loved; and that, too, through all the long years until the web of life is fully woven. This is God's secret of life. And this is the one secret of the true home. Such love shows itself, not only in the gripping, driving purpose, but in a thousand little ways. It will be felt in all the planning, in money affairs, in the punctual fitting into the home schedule, in thoughtfulness about little things, in word, and act, and look, and very presence."—Gordon, *Quiet Talks on Home Ideals*, pages 107, 108.

This week we shall study the act of giving, to discover Christ's meaning and above all to learn how we may exemplify His teaching in our lives and pass along these precepts to our children.

### LESSON OUTLINE

1. **The Father—Giver Supreme**  
John 3:16
2. **Giving as an Expression of Love's Power**  
Acts 3:6
3. **Self, the Greatest Gift**  
Matt. 16:24, 25
4. **Give Me Thine Heart**  
Prov. 23:26
5. **Give of Your Talents**  
Prov. 2:3-5
6. **Give of Your Means**  
2 Cor. 9:6, 7

**Part 1**  
**THE FATHER—**  
**GIVER SUPREME**  
**John 3:16**

**"For God so loved the world, that He gave His only-begotten Son, that whosoever believeth in Him should not perish, but have everlasting life."**

Christ came to this world to save man, but in order to do this He had to portray the Father as He was in truth. God was popularly pictured as a stern, unrelenting Judge, waiting only for an opportunity to destroy. But Christ showed the Father as loving His creatures so supremely that He emptied all of heaven for their salvation. The sense of giving as the great expression of love could not be more clearly shown. Because love is the very atmosphere of heaven, and love is giving, Christ was anxious to teach men that only by giving can they truly demonstrate love.



**How did Christ, the Son, cooperate with the Father in this great gift? Phil. 2:5-8.**

**THINK IT THROUGH**

**In what ways might I teach my children, in a practical sense, the truth of God's Gift as the great expression of His love?**

"Like the wise men of old, you may offer to God your best gifts and show by your offerings to Him that you appreciate His Gift to a sinful world. Set your children's thoughts running in a new, unselfish channel by inciting them to present offerings to God for the gift of His only-begotten Son."—"The Adventist Home," page 481.

"By His life and His death, Christ has achieved even more than recovery from the ruin wrought through, sin. It was

Satan's purpose to bring about an eternal separation between God and man; but in Christ we become more closely united to God than if we had never fallen. In taking our nature, the Saviour has bound Himself to humanity by a tie that is never to be broken. Through the eternal ages He is linked with us. . . . He gave Him not only to bear our sins, and to die as our sacrifice; He gave Him to the fallen race."—"The Desire of Ages," page 25.

**FOR FURTHER STUDY:** "The Desire of Ages," pages 19-26.

**Part 2**  
**GIVING AS AN**  
**EXPRESSION OF**  
**LOVE'S POWER**  
**Acts 3:6**

**"Then Peter said, Silver and gold have I none; but such as I have give I thee: In the name of Jesus Christ of Nazareth rise up and walk."**

Our thoughts on giving are quite naturally connected with the question of stewardship, and stewardship is too often related quite largely to money.

The giving we shall discuss this week includes the money we give for the support of all worthy causes in God's work, but it is not limited to that. The experience of Peter in healing the lame man is a fine illustration.

The great joy in giving comes from the ability to do or to serve, to inspire or to sympathize.



**Mention some examples of Jesus' gifts of teaching, healing, and blessing. Luke 8; John 8.**

What is said about the greatest joy for angels? "The angels of glory find their joy in giving."—*The Desire of Ages*, page 21.

What characteristics are suggested as the elements of the power of love? "Christian courtesy . . . has power to soften natures which would grow hard and rough without it. The cultivation of a uniform courtesy, a willingness to do by others as we would like them to do by us, would banish half the ills of life."—*The Adventist Home*, page 421.

**THINK IT THROUGH**

**What evidences of the power of love do my children and others see in my life?**

"The golden rule is the principle of true courtesy, and its truest illustration is seen in the life and character of Jesus. Oh, what rays of softness and beauty shone forth in the daily life of our Saviour! What sweetness flowed from His very presence! The same spirit will be revealed in His children. Those with whom Christ dwells will be surrounded with a divine atmosphere. Their white robes of purity will be fragrant with perfume from the garden of the Lord. Their faces will reflect light from His, brightening the path for stumbling and weary feet."—"Thoughts From the Mount of Blessing," page 135.

"Above all things, parents should surround their children with an atmosphere of cheerfulness, courtesy, and love. A home where love dwells and where it finds expression in looks, in words, in acts, is a place where angels delight to dwell. Parents, let the sunshine of love, cheer, and happy content enter your own hearts, and let its sweet influence pervade the home. Manifest a kindly, forbearing spirit, and encourage the same in your children, cultivating all those graces that will brighten the home life."—"Counsels to Teachers," page 115.

**FOR FURTHER STUDY:** "The Adventist Home," pages 421-429.

**Part 3  
SELF, THE  
GREATEST GIFT**

**Matt. 16:24, 25**

**"Then said Jesus unto His disciples, If any man will come after Me, let him deny himself, and take up his cross, and follow Me. For whosoever will save his life shall lose it; and whosoever will lose his life for My sake shall find it."**

The greatest gift we can give to Christ, or to others, is the gift of self. The person who enters into marriage with reservations, not giving himself wholly to his companion, is doomed to disappointment. The person who does not give of himself freely to his children is depriving them of a real need and cheating himself of true joy.

▷ **What type of consecration did Paul recommend?  
1 Thess. 5:23.**

Note the comment in *Counsels to Teachers*, page 249, about the meaning of giving ourselves and the taking of Christ's cross:

"It is the will of God that each professing Christian shall perfect a character after the divine similitude. By studying the character of Christ revealed in the Bible, by practicing His virtues, the believer will be changed into the same likeness of goodness and mercy. Christ's work of self-denial and sacrifice brought into the daily life will develop the faith that works by love and purifies the soul."

▷ **What message is sent to young people on this subject?**

"His death ought to stir every fiber of the being, making us willing to consecrate to His work all that we have and are. As we think of what He has done for us, our hearts should be filled with love."—*Messages to Young People*, page 315.

**THINK IT THROUGH**

**How can I find the line between giving myself so completely to my children that they never learn the joys of giving, and teaching them the meaning of giving of one's self?**

"A great work is to be accomplished by the setting forth of the saving truths of the Bible. This is the means ordained of God to stem the tide of moral corruption in the earth. Christ gave His life to make it possible for man to be restored to the image of God. It is the power of His grace that draws men

together in obedience to the truth. Those who would experience more of the sanctification of the truth in their own souls, should present this truth to those who are ignorant of it. Never will they find a more elevating, ennobling work."—*Counsels to Teachers*, page 249.

FOR FURTHER STUDY: "Education," pages 102-112.

**Part 4**  
**GIVE ME**  
**THINE HEART**  
**Prov. 23:26**

**"My son, give Me thine heart, and let thine eyes observe My ways."**

The greatest gift Christ asks of His followers is the gift of the heart. In more modern language, we would say that He demands the gift of the will. We must surrender the will to Him. And yet, in the surrender, He in effect returns it to us, but now with the assurance that He will strengthen us to use that will in His service.



**What is the result of looking to the Lord for strength? Isa. 27:5.**



**Of what importance is the will? John 7:17.**

In the work of the parents in training the children, the will of the parents must be brought into "submission to the will of God."—*The Adventist Home*, page 213. Youth are especially urged to turn to God in early life (Eccl. 12:1) that "they may grow up into noble manhood and womanhood, notwithstanding the moral pollution that abounds, that corrupts so many of the youth at an early age."—*Messages to Young People*, page 369.

**THINK IT THROUGH**

**The hope of the parent to see the full surrender of the child's will to Christ, is almost invariably measured by the depth of the parent's surrender, as seen in the life. How does a parent teach the idea of personal surrender to his children?**

"The Lord says to the young, 'My son, give Me thine heart.' The Saviour of the world loves to have children and youth give their hearts to Him. There may be a large army of children who shall be found faithful to God, because they walk in the light as Christ is in the light. They will love the Lord Jesus, and it will be their delight to please Him. They will not be impatient if re-proved; but will make glad the heart of father and mother by their kindness, their patience, their willingness to do all they can in helping to bear the burdens of daily life. Through childhood

and youth, they will be found faithful disciples of our Lord."—*Messages to Young People*," page 333.

"God's invitation comes to each youth, 'My son, give Me thine heart; I will keep it pure; I will satisfy its longings with true happiness.' God loves to make the youth happy, and that is why He would have them give their hearts into His keeping, that all the God-given faculties of the being may be kept in a vigorous, healthful condition. . . . Pure enjoyment will not debase one of God's gifts."—*The Adventist Home*," page 497.

**FOR FURTHER STUDY:** "*Messages to Young People*," pages 407-410.

Part 5  
GIVE OF  
YOUR TALENTS

Prov. 2:3-5

"Yea, if thou criest after knowledge, and liftest up thy voice for understanding; if thou seekest her as silver, and searchest for her as for hid treasures; then shalt thou understand the fear of the Lord, and find the knowledge of God."



How diligent should the Christian be in seeking the Lord? Jer. 29:13.

The knowledge of God demands the concentration of the whole being in seeking and finding Him. Study the parable of the talents (Matt. 25:14-30) for inspiration on the importance of developing every talent lent us by the Lord.

"Time, reason, means, strength, mental powers, tenderness of heart—all are gifts from God, entrusted to be used in the great work of blessing humanity.

"Some apparently have but few talents, but by diligent trading on their Lord's goods their endowments will be greatly increased."—Ellen G. White Comments, *SDA Bible Commentary*, Vol. 5, p. 1100.

The development of talents comprises true education. "Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor."—*Child Guidance*, pages 293, 294.

THINK IT THROUGH

How can I teach my child that self-love, self-respect, demands the development of talents, but at the same time their dedication to the service of God and man?

"The teacher should not think that all his time is to be spent in the study of books. By putting into practice what he learns he will obtain more than he will by mere study. As he uses his knowledge, he will receive more. Some who have but one talent feel that they can do nothing. They hide their talent in the earth, as it were; and because they receive no increase, they murmur against God. But if they would use the ability given them, their talent would double. It is by a faithful use of talents that they are multiplied. As we use aright the advantages God gives us,

He increases our capabilities for service."—"Counsels to Teachers," page 234.

"The knowledge of God is not gained without mental effort and prayer for wisdom. Many are convinced that the precious treasures of the kingdom of God and of Christ are contained in the Word. They know also that no earthly treasure is gained without painstaking effort. Why should they expect to understand the meaning of the Scriptures without diligent study?"—"Ibid.," p. 461.

FOR FURTHER STUDY: "The Ministry of Healing," pages 183-200.

December 17

**Part 6  
GIVE OF  
YOUR MEANS**

**2 Cor. 9:6, 7**

**"But this I say, He which soweth sparingly shall reap also sparingly; and he which soweth bountifully shall reap also bountifully. Every man according as he purposeth in his heart, so let him give; not grudgingly, or of necessity: for God loveth a cheerful giver."**

We often think of stewardship as the giving of money for God's cause. Yet of all the outward acts of worship, this can be the most meaningless, unless we understand its purpose. Above all we must avoid developing in ourselves or our children a grudging spirit as we provide means for the church, because when "we impart of our means when we have not the spirit to give freely, we mock God."—Ellen G. White Comments, *SDA Bible Commentary*, Vol. 6, p. 1105.

By precept and example the children should learn early in life that the tithe is the Lord's and goes to Him automatically, with no consideration as to other possible uses for it. Beyond that, we give offerings to God as He has prospered us. Mal. 3:8-10.



**How did the psalmist suggest that we approach God's sanctuary? Ps. 96:8.**

**THINK IT THROUGH**

**The offering we bring to God is symbolic of our offering of ourselves to Him. Could it be possible that I am sometimes satisfied with only that symbolic offering?**

"The light given me now by the Lord is that we are to be careful not to spend our precious time and money unwisely. Many things may suit our fancy, but we are to guard against the expenditure of money for that which is not bread. We shall need much means to advance the work decidedly in our cities. Everyone is to have a part to act in the Lord's work. Parents are to instruct their children in lessons of economy, in order that the younger members of the flock may learn to share the responsibility of supporting the cause of God at this time."—"Child Guidance," page 134.

"Seek judgment, relieve the oppressed, judge the fatherless, plead for

the widow.' 'Blessed is he that considereth the poor: the Lord will deliver him in time of trouble. The Lord will preserve him, and keep him alive; and he shall be blessed upon the earth: and Thou wilt not deliver him unto the will of his enemies.' 'He that hath pity upon the poor lendeth unto the Lord; and that which he hath given will He pay him again.' . . . He who makes this investment lays up double treasure. Besides that which, however wisely improved, he must leave at last, he is amassing wealth for eternity,—that treasure of character which is the most valuable possession of earth or heaven."—"Education," page 141.

**FOR FURTHER STUDY:** "Testimonies to Ministers," pages 418-425.

**Part 7** ◇ **SUMMARY QUESTIONS** ◇ **TO TEST YOUR STUDY POWER**

1. God's supreme gift of His Son was an act of \_\_\_\_\_ for the world.
2. The great joy in giving comes from the ability to do or to \_\_\_\_\_, to \_\_\_\_\_ or to \_\_\_\_\_.
3. There is no greater gift that man can give to God or to others than the gift of \_\_\_\_\_.
4. God's request to all, but especially to the youth is, "My son, give Me \_\_\_\_\_."
5. What comprises true education? \_\_\_\_\_
6. God is said to love a \_\_\_\_\_ giver.

(The answers are at the bottom of the page.)



## A FORETASTE OF HEAVEN **13**

**"Happy is that people, that is in such a case: yea, happy is that people, whose God is the Lord." Ps. 144:15.**

The aim of this lesson is to show how the home can be a foretaste of heaven. Theory has its place, but each one should know what he can do day by day to make his home a happy place, a place where ideals are translated into reality. "Let there be mutual love, mutual forbearance. Then marriage instead of being the end of love, will be as it were the very beginning of love. The warmth of true friendship, the love that binds heart to heart, is a foretaste of the joys of heaven."—*The Ministry of Healing*, page 360.

### KEY THOUGHTS

1. *Home is what you make it.* It can be the most pleasant place to be or the most miserable. It can be attractive or uninviting. It is what you make it.

2. *Being a Christian in the home is a foretaste of heaven.* It opens the door to happiness; it enables me to love each member of my family and to appreciate my home; it challenges me to do my best; and it inspires me to reach perfection.

3. *Living with a Christian is a foretaste*

*of heaven.* It helps me to resist temptation; it strengthens my faith in God; it reveals what it would be like to live with the saints in heaven; and it creates within me a desire to be a true Christian myself.

### LESSON OUTLINE

1. **Be Cheerful**  
Prov. 17:22
2. **Be Courteous**  
1 Peter 3:8
3. **Be Confident**  
2 Tim. 1:12
4. **Be Consistent**  
Matt. 6:33
5. **Be Companionable**  
1 John 4:8
6. **Be Christlike**  
Luke 2:52

December 19

**Part 1**  
**BE CHEERFUL**  
**Prov. 17:22**

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

"The marvelous life-giving power to be found in cheerfulness" (*Education*, page 197) should be understood by every Christian family. The muscles are energized to act, the intellect is quickened to think, and the soul is charged with ambition to succeed. One can do his best when he is cheerful.



**What effect does cheerfulness have on children?**

"Children hate the gloom of clouds and sadness. Their hearts respond to brightness, to cheerfulness, to love."—*Child Guidance*, page 147. Seldom does a child disobey a cheerful parent. He wants to please. He likes to make his parents happy. He is quick to obey a smile, but slower in responding to a sad, gloomy face. He must hear the same request over and over when the parent is anxious or worried. A cross parent must threaten punishment to get results. The mind is capable of the highest performance when one is cheerful. "Smile, parents; smile, teachers. If your heart is sad, let not your face reveal the fact."—*Ibid.*, p. 148.



**What effect does cheerfulness have on one's companion?**

A cheerful wife is the admiration and joy of her husband. She can inspire him to be his best. A sad, tear-stained face kills his desire to make good and usually brings out the meanest spirit in him. A cheerful husband is the life of the home. He adds health and beauty to his wife. A glum husband can drive a wife to despair.



**How essential is cheerfulness to salvation? Ps. 13:5, 6; Phil. 4:4.**

**THINK IT THROUGH**

**Would the child who leaves his home in a cheerful frame of mind make better progress in school than the child who is neglected or constantly scolded by his parents?**

"Unless you cultivate a cheerful, happy, grateful frame of mind, Satan will eventually lead you captive at his will."—"Testimonies," Vol. 1, p. 704. It is difficult for a cheerful person to

be angry, jealous, or envious. It is difficult for a selfish person to have love, joy, and peace in his heart. We are to "forget self, and think of something cheerful."—"Ibid.," Vol. 2, p. 530.

FOR FURTHER STUDY: "Testimonies," Vol. 2, p. 311; Vol. 6, p. 365; Vol. 7, p. 70.

December 20

**Part 2**  
**BE COURTEOUS**  
**1 Peter 3:8**

**"Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous."**

"Christian courtesy should reign in every household."—*The Adventist Home*, page 421. It is one of the most attractive ways to teach children how to be Christlike. "Gentle manners, cheerful conversation, and loving acts will bind the hearts of children to their parents by the silken cords of affection and will do more to make home attractive than the rarest ornaments that can be bought for gold."—*Ibid.*, pp. 426, 427.



**What is Christian courtesy?**

"Our Saviour's Sermon on the Mount contains instruction of priceless worth to old and young. It should be often read in the family circle and its precious teachings exemplified in the daily life. The golden rule, 'Whatsoever ye would that men should do to you, do ye even so to them,' . . . should be made the law of the family. Those who cherish the spirit of Christ will manifest politeness at home."—*Ibid.*, p. 423.



**How will Christian courtesy affect teen-agers?**

"There is great need of the cultivation of true refinement in the home. . . . Truth of heavenly origin never degrades the receiver, never makes him coarse or rough. Truth is softening and refining in its influence. When received into the heart, it makes the youth respectful and polite."—*Ibid.*, p. 422.

**THINK IT THROUGH**

**How far-reaching is courtesy in the home?**

"The mission of the home extends beyond its own members. The Christian home is to be an object lesson, illustrating the excellence of the true principles of life. Such an illustration will be a power for good in the world."—*"The Ministry of Healing,"* page 352.

"The home in which the members

are polite, courteous Christians exerts a far-reaching influence for good. Other families will mark the results attained by such a home, and will follow the example set, in their turn guarding the home against satanic influences."—*"The Adventist Home,"* page 31.

**FOR FURTHER STUDY:** "Testimonies," Vol. 3, pp. 417, 528, 422; Vol. 9, pp. 193, 189.

December 21

**Part 3**  
**BE CONFIDENT**  
**2 Tim. 1:12****"For I know whom I have believed, and am persuaded that He is able to keep that which I have committed unto Him against that day."**

The Christian can be confident, for he accepts the Word of God as his infallible guide. This is the only way anyone can be confident. Wealth, power, prestige, or location cannot guarantee security. Counsels of men often lead astray, but the Word of God, never. Each person must know for himself what the home is for and what his individual responsibilities are to that home.

▷ **Where does this knowledge originate? John 5:39.**

▷ **How can parents be confident they are giving their child the best kind of training?**

Christian parents see that the child receives the right training from the beginning of life. "Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all that it learns in future years."—*Child Guidance*, page 193. "The Christian mother has her God-appointed work, which she will not neglect if she is closely connected with God."—*The Adventist Home*, page 234. "The mother's most sacred duty is to her children."—*Ibid.* "The mother should not accept burdens in the church work which compel her to neglect her children."—*Ibid.*, p. 246.

Both the father and the mother must acknowledge that "it is in the home that the education of the child is to begin. . . . He is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence, self-control."—*Counsels to Teachers*, page 107.

▷ **What kind of education gives confidence? Prov. 9:10.**

**THINK IT THROUGH****How can I best teach lessons of respect, obedience, reverence, and self-control?**

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

is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."—"Education," page 13.

FOR FURTHER STUDY: "Testimonies," Vol. 5, pp. 609, 479, 333; Vol. 3, pp. 248, 249.

December 22

**Part 4**  
**BE CONSISTENT**  
**Matt. 6:33****"But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you."**

Any home without a definite objective will fail of worthwhile achievement. Without a purpose there is nothing to achieve. If the main objective is to accumulate wealth, expenditures will be cut to the minimum and incomes accelerated to the maximum. If the main desire is to have a hilarious time, work will be forgotten and duties neglected while time is spent in merrymaking.

**What is the advantage of regularity in the home?**

"Irregularity has created disorder in your house, and, if continued, will cause your mind to sink into imbecility."—*Testimonies*, Vol. 4, p. 498. "Irregular hours for eating and sleeping sap the brain forces."—*Sons and Daughters of God*, page 172. "The laws of nature are the laws of God, and consist of regularity in action."—*Letter* 120, 1896. "Arrange your work so that you can have your meals at regular hours."—*Letter* 297, 1904. "Ministers of Christ should possess physical health. To attain this end they must become regular in their habits and adopt a healthful system of living."—*Counsels on Health*, page 193.

**How consistent should we be with the discipline of the children? Prov. 22:6.****THINK IT THROUGH****When should the process of careful living and regular habits begin in earnest? How would the person but recently joined to the Lord view his reckless past?**

"Every Christian home should have rules."—"The Adventist Home," page 305. "A fitful government—at one time holding the lines firmly, and at another allowing that which has been condemned—is ruination to a child."—"Ibid.," p. 310. "Unsteadiness in family government is productive of great harm, in fact is nearly as bad as no

government at all."—"Ibid." "To manifest severity and to be exacting with children are great mistakes. Uniform firmness and unimpassioned control are necessary to the discipline of every family. Say what you mean calmly, move with consideration, and carry out what you say without deviation."—"Testimonies," Vol. 3, p. 532.

FOR FURTHER STUDY: "Testimonies," Vol. 5, p. 95; Vol. 7, p. 70; Vol. 1, p. 416.

**Part 5**  
**BE COM-**  
**PANIONABLE**  
**1 John 4:8**

**"He that loveth not knoweth not God; for God is love."**

"There are many who regard the expression of love as a weakness, and they maintain a reserve that repels others. . . . We should beware of this error. Love cannot long exist without expression."—*The Ministry of Healing*, page 360.

"Continue the early attentions. In every way encourage each other in fighting the battles of life. Study to advance the happiness of each other. . . . The warmth of true friendship, the love that binds heart to heart, is a foretaste of the joys of heaven."—*Ibid.* Relatives, friends, business, or pleasure should not be allowed to interfere with the family companionship.



**What is the father's responsibility?**

"Fathers, spend as much time as possible with your children."—*The Adventist Home*, page 222. "Combine affection with authority, kindness and sympathy with firm restraint. Give some of your leisure hours to your children; become acquainted with them; associate with them in their work and in their sports, and win their confidence. Cultivate friendship with them, especially with your sons. In this way you will be a strong influence for good."—*The Ministry of Healing*, pages 391, 392.



**What is the mother's opportunity?**

"Amid all the activities of life the mother's most sacred duty is to her children."—*The Adventist Home*, page 234. "No other work can equal hers in importance. She has not, like the artist, to paint a form of beauty upon canvas; nor like the sculptor, to chisel it from marble. . . . It is hers, with the help of God, to develop in a human soul the likeness of the divine."—*The Ministry of Healing*, page 378.

**THINK IT THROUGH**

**Am I giving each member of my family the companionship I should?**

"If the children do not find in their parents and in their home that which will satisfy their desire for sympathy and companionship, they will look to other sources, where both mind and character may be endangered."—*The Ministry of Healing*, page 389. "Cul-

tivate that which is noblest in yourselves, and be quick to recognize the good qualities in each other. The consciousness of being appreciated is a wonderful stimulus and satisfaction."—*Ibid.*, p. 361.

**FOR FURTHER STUDY:** "Testimonies," Vol. 1, pp. 391, 392; Vol. 5, pp. 108, 109.

December 24

**Part 6**  
**BE CHRISTLIKE**  
**Luke 2:52****"And Jesus increased in wisdom and stature, and in favor with God and man."**

"Every child may gain knowledge as Jesus did."—*The Desire of Ages*, page 70. He can be given the same kind of care and training Jesus received. Few, indeed, will have poorer parents or live in a worse neighborhood. Yet He was "filled with wisdom." His education was the best. His mother taught Him herself from infancy. The Old Testament and nature were His main textbooks. He "increased in stature." His physical needs were cared for. With plenty of work to keep Him busy He grew as a normal boy should. He was "in favor with God." He pleased His heavenly Father in the same way children can please Him today. He was "in favor with man." He was kind and courteous to his playmates and respectful to His elders.

**Was Jesus a precocious child?**

"His mind was active and penetrating, with a thoughtfulness and wisdom beyond His years. Yet His character was beautiful in its symmetry. The powers of mind and body developed gradually, in keeping with the laws of childhood."—*Ibid.*, p. 68. Although He had a tremendous task to perform and had only a limited time in which to accomplish it, He lived the full life of the infant, the child, the teen-ager, and the youth that He might be the perfect example to children as well as to adults.

**Why does it take a child so long to reach maturity?**

The growing period is the learning period. Ample time is given to permit the lessons to become fixed habits. Each plateau of learning prepares the child for the next step. True education prepares "the student for the joy of service in this world and for the higher joy of wider service in the world to come."—*Education*, page 13.

**THINK IT THROUGH****What kind of education am I giving my child?**

"He who cooperates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe;

an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."—"Education," page 19.

FOR FURTHER STUDY: "Testimonies," Vol. 4, p. 141; Vol. 6, p. 173; Vol. 3, pp. 448, 449.

**Part 7**   ◇   **SUMMARY QUESTIONS**   ◇   **TO TEST YOUR STUDY POWER**

1. Complete: "Forget \_\_\_\_\_, and think of something cheerful."
2. What should reign in every household? \_\_\_\_\_

3. True or False:

Husband and wife can be confident that their marriage will succeed.

\_\_\_\_\_

Children should not be given character training until they are eight

or ten years of age. \_\_\_\_\_

Parents should teach their children respect, obedience, reverence, and

self-control. \_\_\_\_\_

4. Complete: "Every Christian home should have \_\_\_\_\_."

5. Complete:

"\_\_\_\_\_ cannot long exist without expression."

"\_\_\_\_\_, spend as much time as possible with your children."

"The \_\_\_\_\_ most sacred duty is to her children."

6. How can a child be Christlike? \_\_\_\_\_

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(The answers are at the bottom of the page.)

Answers: (1) self; (2) Christian courtesy; (3) True, False, True; (4) rules; (5) love, fathers, mothers; (6) by increasing in wisdom and stature and in favor with God and man.

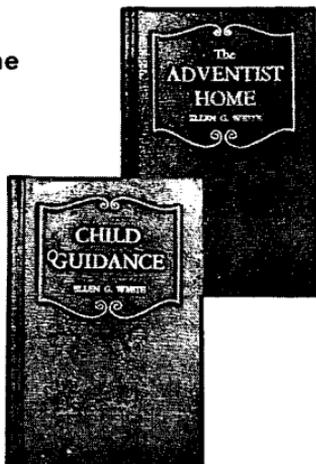


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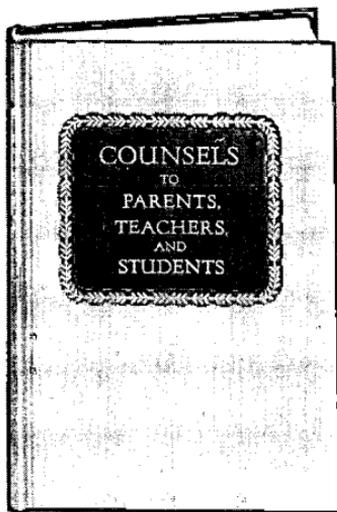
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# Thirteenth Sabbath Overflow Offering

December 25, 1971 Far Eastern Division

This quarter the Thirteenth Sabbath Offering overflow goes to the Far Eastern Division—a division offering a variety of situations, from the steaming jungles of New Guinea, Borneo, and Sumatra to the modern sophistication of Djakarta, Singapore, and Tokyo. The gospel must reach all these areas, and this Thirteenth Sabbath Offering will help make it possible. These are the projects:

1. *Mission launch* for Borneo. The launch will be based at Samarinda, the provincial capital on the Mahakam River, where there is a Seventh-day Adventist church, school, and clinic, and from there make regular trips upriver, entering new areas with medical help and the gospel.
2. *Lamb Shelters*. These are to provide simple meeting places for children in the smaller churches which now have no place to conduct Sabbath School, Vacation Bible School, et cetera.
3. *Hong Kong Adventist Hospital*. This hospital will offer first-class medical care. Most of the funds needed have been raised by public solicitation. This Thirteenth Sabbath Offering overflow will help complete the project.

There would be today no mission schools, hospitals, and evangelistic centers had it not been for the interest, prayers, and generosity of our Sabbath School members around the world. It is the small, systematic, and sacrificial contribution of the individual member which, multiplied by many thousands, produces these marvelous offerings. The people of the Far East are praying for your help this Thirteenth Sabbath.

## Lessons for the First Quarter of 1972

Sabbath School members who have not received an adult *Lesson Quarterly* for the first quarter of 1972 will be helped by the following outline in studying for the first lesson. The title of the series is "We Worship God." The title of the first lesson is "The Advent Message, a Call to Worship." The memory verse is John 4:24.

The outline is as follows: (1) Last-day Call to Worship. Rev. 14:6, 7. (2) A Warning Against False Worship. Rev. 18:2, 4. (3) Worship in Reverence and Humility. Isa. 57:15. (4) Worship in Spirit and Truth. John 4:23. (5) God's Greatness Inspires Worship. Ps. 99:1, 9. (6) True Worship Inspires Service. Luke 9:37.

# THE FAR EASTERN DIVISION

UNION	POPULATION	CHURCHES	CHURCH MEMBERSHIP	S. S. MEMBERSHIP
Central Philippine	10,012,615	291	34,582	41,333
East Indonesia	10,372,629	239	17,972	22,140
Japan	103,220,000	75	7,426	6,623
Korea	31,139,000	242	34,473	28,838
North Philippine	19,554,558	556	45,562	47,983
South China Island	18,738,734	39	7,902	7,893
South Philippine	10,764,828	324	49,259	56,087
Southeast Asia	73,883,430	101	15,071	18,350
West Indonesia	112,450,000	265	24,730	40,706
Far Eastern Island Mission	200,000	9	800	891
<b>Division Totals</b>	<b>390,335,794</b>	<b>2,141</b>	<b>237,777</b>	<b>270,844</b>

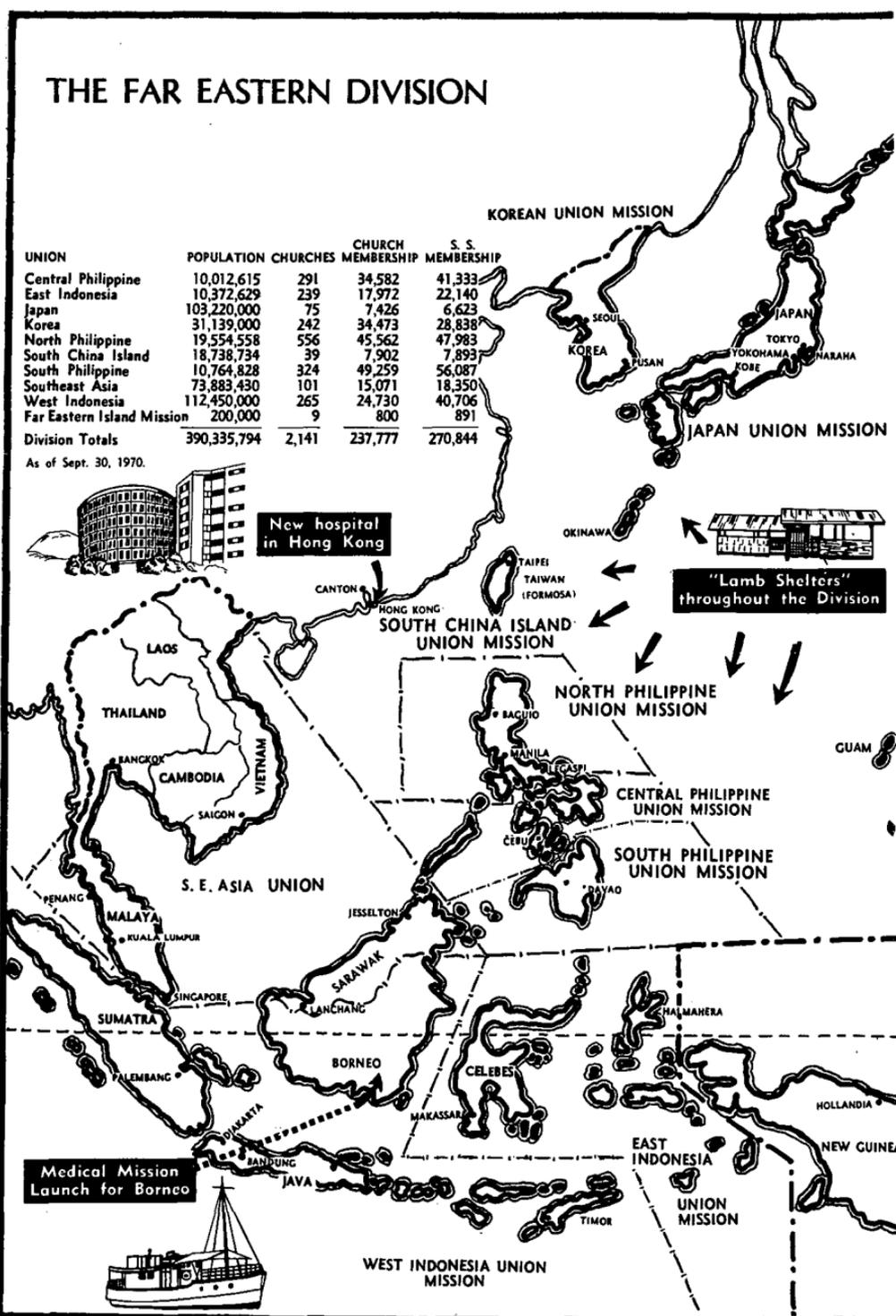
As of Sept. 30, 1970.



**New hospital  
in Hong Kong**



**"Lamb Shelters"  
throughout the Division**



**Medical Mission  
Launch for Borneo**



**WEST INDONESIA UNION  
MISSION**