

**School – Godly or Worldly and Formal**  
Creation Reading Course

1.

**School Location**

GOD’S MODEL	WORLDLY MODEL
Home (CG 17-19, 294; Ed 20)	Get Children Out of the Home Early
Free life in Vast Expanses of Nature Hills, Mountains, Valleys (HP 9)	Within Walls; Gymnasium Artificial Sports and Ball Games
Roomy, Open Air, Beautiful Scenery (3T 137) Surrounded by and Drawn into the Treasure of Nature	Fenced Play Ground; Ball Field; Artificial Equipment; Stay safe
Garden and Farm (6T 181) Take reasonable risks to do useful work; Nature study; Participate in nature	Regimented, Wall-paper approach to nature; Look: Do NOT Pick, Touch, Move, Walk On

2.

**Textbooks and Sources of Learning**

GOD’S MODEL	WORLDLY MODEL
<b>Useful Work</b> (Ed 77; 6T 181) Cherish every opportunity to work. Workers Sense a Real Need to learn; Holds the <b>First</b> Place in Education; Realize our ignorance; Humble and Practical; ABC’s of education	Frown on Child Labor; Play is Idolized and Taught; Senses No Real Reason to Study; Told he is Smart while being Dumbed down; Sports – Rude, Grotesque, Unmanly, Useless
Study the Scriptures with Nature Illustrations <b>Nature is First</b> Textbook (CG 41) Apply Bible to the Life; Work with natural resources; Learn to know, name, and identify local and a broad range of fauna, flora, etc.	Taught Man-made theories; Evolution; Deception; Pantheism; Marxism; Trans-gender; No God; Spiritualism; Self-Indulgence.
Study Nature in the Light of Scripture (Ed 77) <b>Bible is Chief</b> Textbook and <b>Only</b> Textbook (CE 8; RH, July 14, 1885 par. 6). Better than all other books.	Fiction; Artificial; Be a Show off; Accreditation; Grading; Fashionable Dress; Etiquette; Distrust Parental Authority and Love; Tear up the family
<b>Experiences</b> of Life (Ed 77) Apply Bible to the Life; To Imitate Christ and Carry-out Jesus’ teachings is our <b>First</b> duty; History; Prophecy; Uplifting Social Life Know your lifework by twelve or thirteen years; Serve faithfully in the home and neighborhood. Be courteous.	School as a “twelve-year prison sentence” Self-Indulgence; Boast; Bully the weaker Crime; Addiction; Lack of self-determination; No grand purpose in life; Hate yourself; Go wild; Be lazy; Suicidal thoughts.

3.

**Speedy Preparation**

CHILDREN PREPARE	ADULTS PREPARE
Boys and girls need a <b>proper period</b> of discipline and instruction [ <b>many years</b> , depending on their age] in the common branches and Bible lessons. – <i>Spalding Magan Collection</i> , p. 150	Converted Christian adults may obtain a short course of instruction of <b>a few months</b> , or up to two or three years as a “speedy preparation” for the mission field. [medical missionary work]. – CT 414 - 416
Do <b>not</b> encourage boys and girls to do <u>medical missionary work</u> unless they give evidence of <b>thorough conversion</b> . – <i>Spalding Magan Collection</i> , p. 150	Cannot afford <u>protracted years of drill</u> on Latin and Greek before going to their place in the Lord’s vineyard. Keep learning as you work– CT 381, 382; SpM 150.

4.

**Methods and Goals**

GOD'S MODEL	WORLDLY MODEL
Seeking Competence, Skill, and Honest Returns	Degrees; Become Famous; Get Praise and get Rich
Pay close attention to Developmental capability	Push; Pressure; Rush; Stress to Learn; Restrain
Joy of doing good; Satisfaction; Accomplishment	Prizes, Grades, Rewards, Papal Accreditation
Early Oral Instruction and Practical Guidance	Much Sedentary Confinement; Abstract Lessons
Instruction and Drill in the Common Branches	Much busy-work; Useless drills; Little Purpose
Climb lowest rungs first; Climb sequentially; Build a solid foundation with patience; Advance	Jump to higher rungs on literary ladder without a solid foundation; Hanging, failing, with dishonest flattery
Student learns principles, applies them, and states clearly what he has learned	Student memorizes and regurgitates facts, then forgets them; Confusing; Disjointed; Impractical
Streamlined phonetic-handwriting Approach to Voice Culture, Writing, Spelling, and Reading	Backward Approach to reading with whole word memorization. Phonics and Handwriting delayed
Students cooperate and use the whole brain	Forced to comply; Uses mostly left brain & memory
A few, well-chosen subjects, studied thoroughly	Too many subjects at once; Superficial grasp only

5.

**Teachers**

GOD'S MODEL	WORLDLY MODEL
Parents ought to be best teachers for first 8-10 yrs.	Experts know better than parents; Parental neglect
Children need to be taught all day long (Deut. 6)	School hours is when all learning takes place
Parents need to pray, know the Word of God, and Teach it to their children; hate evil	The Word of God is dangerous; Anything but God and the Bible!
Parents teach writing, reading, spelling, numbers	Only the school can properly teach literacy and math
Teachers (parents) need to be teachable learners; When undisciplined parents are incapable of maintaining order, they need help from a Christian teacher who knows how. These parents humbly learn, grow, and cooperate with the teacher.	Teachers know it all—their education is finished Discipline and correction may hurt the child's feelings and stress his psych; Teacher must not admit, "I am ignorant, undisciplined, or need help." (And cannot humbly seek for that help.)
Teachers reprove, instruct, and encourage by the Word of God	Teachers can hardly reprove anything; only soothe unpleasant feelings and condone errors & ignorance.
Teachers are good examples as they pray for God's help, choose to do right, and obey God	Teachers may do one thing and teach another; Hypocrisy is normal
Parents and teachers learn self-control and patiently teach and discipline children to develop self-control.	Undisciplined parents and teachers cannot teach children obedience nor literacy; They are unguided.
A balance of physical and mental exertion in varied work for parents, teachers, and students	Play and sports are the only exercises pursued; Health suffers; Useful work is not untaught; Toys.
Be very sensitive to obey God's law	Be very sensitive of self— my emotions & feelings

Teacher strives to be consistent with God’s help	Teachers strictly do as they are told by NEA
Teach the Common Branches thoroughly– speech, writing, spelling, reading, accounting, singing	<u>Magnify</u> the importance of <small>small things</small> ; <u>Belittle</u> the most IMPORTANT subjects and skills (Matt. 23:23)
Become the Head by hearkening to God’s commandments	Become the Tail by disregarding God’s commandments

6.

**The Spirit of the School**

“Day by day, parents should learn in the school of Christ lessons from Jesus, Who loves them. Then the story of God’s everlasting love will be repeated in the home school to the tender flock. Thus, before reason is fully developed, children may catch **a right spirit** from their parents.” – CG 26.5

GOD’S MODEL	WORLDLY MODEL
Affects The Heart; Valuable Content	Formal; Outward Show; Pretense; Insincere, Proud
Vital; Faithful; A Scripturally Well-founded Hope	Respectable Conventionality (CG 483);
Deny Self to do Right; Keep the Commandments	Professedly Christian; Hypocritical; Perfunctory
Cherish the Spirit of the Gospel; Unselfishness	Desire Gospel Benefits; Avoid the Cross; Selfish
Fellowship with Christ in Service; Humility	Vain; Foolish; Demand our own way; Wasteful.
Friend of God; Enemy of the world; Be Helpful Be <b>very sensitive</b> about obeying the Law of God	Friend of the world; Enemy of God; Rebellion Be very sensitive about my feelings and emotions.
Be content in a humble place; Love, faith, hope	Envy, Jealousy of others; Competition; Discontent
Fellowship with Christ in suffering is an honor	Refuse to Surrender; Deny Christ and the Gospel
Share the Gospel; True Education; Christian Help	Secret Societies; Labor Unions; Love of Money
Use the willing hand, seeing eyes, understanding hearts; Stand for the right, alone, if necessary; Say a square “NO” to temptation (Ed 57, 77).	Follow the crowd; Comply; Fit into the mold; Do all for the Common Good; Ignore God. Fear to be different, counter the current, stand alone.
Free to go as Fast and Far in every line as the student’s powers can encompass; Be Modest; Train the mind to constantly Advance; Pray.	Wait if you are fast; Hurry if you are slower; Pass to next grade without competence; Instruction and drill are neglected.

7.

**Early or Late – Which is Best?**

“As soon as a child is capable of forming an idea, his education should begin.” CG 26.2

“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. The greatest burden of this work necessarily rests on the mother. She has the first care of the child, and she is to lay the foundation of an education that will help the child to develop a strong, symmetrical character.” CG 230.1

“Children should **virtually** [almost totally] be trained in a home school from the cradle to maturity. And,

as in the case of any well-regulated school, the teachers themselves gain important knowledge; the **mother** especially, who is the principal teacher in the home, **should there learn the most valuable lessons of her life.**”  
CG 26.4

**GOD SAYS, START EARLY**

**THE DEVIL SAYS TO WAIT, DELAY**  
(while he trains the child)

Teach prenatally; make lasting impressions during the earliest moments by wise parental self-control	A child knows nothing; he’s not intelligent until birth or afterward; give him anything he cries for.
Teach obedience to baby by small, easy lessons from birth; expects him to yield to the parental wishes (CG 230)	Wait to talk and reason with the child, before requiring obedience; Allow the child to choose his own way.
Before a child is a year old, he understands everything said in reference to himself (CG 91)	A child doesn’t understand anything until he talks He’s so adorable when he pouts
Teach clear speech & phonograms early	Baby talk is cute; he’s too young to understand
Tiny children <b>enjoy nature freely</b> like little lambs Respond to parental guidance; A child does his duty.	Little children sit in front of the TV, classroom; lose ability to focus; Do nothing useful; Restricted
When <u>very young</u> , children are educated to write, read, and understand figures (CT 168)	When very young, children are entertained with exciting toys, fiction, TV, and prideful display
Education starts immediately and is continuous; the child learns every thought and action he lives.	Wrong habits are set due to <u>neglect</u> of training in right habits; he learns the evil he’s allowed to live.
Early teach reverence, self-control, obedience, diligence, responsibility, duty, cleanliness, cheerfulness, faith, fortitude, purity, helpfulness.	Omits teaching good habits as infringing on the liberty of childhood and damaging his psyche. Child is indulged to his hurt. Cruel kindness.
Teach right principles early and learn how to do good things correctly and well; this is true love. Teach the joy and blessing of working with Jesus.	Become vain by foolishness and disobedience; his vanity is made a subject of laughter and comment. Child’s clever sayings repeated in his hearing.
Early taught Bible lessons; to be courteous, active in obeying, and doing good to others	Early active in mischief, foolishness, vice; Gain a “street education.” Children are a nuisance.
Early individualized instruction; oral, hands-on training in useful work; children become helpers	Popular alternates–babysitter, day care, etc. Children are trouble, a burden, and a huge expense.
<b>Hannah</b> , Samuel: How long did she have to train?	Attach great significance to “beginning school”
When did <b>Samson’s parents</b> begin? (Judg. 13:4, 5)	Don’t let the child interfere with parental pleasure
How long did <b>Jochebed</b> train Moses? (Ex. 2:1-10)	Parents are dangerous, Remove children from them
When did <b>Lois</b> and <b>Eunice</b> begin to teach Bible lessons to Timothy? (1 Tim. 1:2-5; 2 Tim. 3:14-17)	Keep the Bible and its principles out of sight; they condemn me and make me feel bad.
Short, focused, sedentary study with simple, direct, and thorough instruction; Half the day in useful work	Over-do sedentary, indoor school, plus homework. Outdoor physical labor is not considered education.
Controlled by reason and the will. Motion balances emotion; The strongest emotion is gratitude to God.	Emotion proceeding from wrong principles controls; excitement; be “positive”; indulge self-pity

Train up a child in the way he should go (Prov. 22:6) As soon as he can form an idea (CG 26)	Ever learning, never coming to a knowledge of truth— from such turn away (2 Tim. 3:5, 7.)
Those that seek Me early shall find Me. (Prov. 8:17) Teach the child how to give his heart to Christ.	Parents dislike giving religious instruction; it show up their cherished opinions and sins.
Remember NOW thy Creator in the days of thy youth (Eccl. 12:1)	He can choose Christianity when he gets older, if he wants to; disdains opportunities, Christianity, God.

### When to Begin Education

“Deny them anything rather than the education they should receive **in their earliest years.**” CG 17

“The first child especially should be trained with **great care**, for he will educate the rest. Children grow according to the influence of those who surround them. If they are handled by those who are noisy and boisterous, they become noisy and almost unbearable.” CG 27.4

“The gradual development of the plant from the seed is an object lesson in child training. There is “first the blade, then the ear, after that the full corn in the ear.” Mark 4:28. He who gave this parable created the tiny seed, gave it its vital properties, and ordained the laws that govern its growth. And the truths taught by the parable were made a reality in His own life. He, the Majesty of heaven, the King of glory, became a babe in Bethlehem, and for a time represented the helpless infant in its mother’s care. In childhood He spoke and acted as a child, honoring His parents, and carrying out their wishes in helpful ways. But from the first dawning of intelligence He was constantly growing in grace and in a knowledge of truth.” CG 27.5

“Frequently mere babies show a most determined will. If this will is not brought into subjection to a wiser authority than the child’s untrained desires, Satan takes control of the mind and fashions the disposition in harmony with his will.” CG 230.2

“Neglecting the work of disciplining and training until a perverse disposition has become strengthened is doing the children a most serious wrong; for they grow up selfish, exacting, and unlovable. They cannot enjoy their own company any better than can others; therefore they will ever be filled with discontent. The work of the mother must commence at an early age, giving Satan no chance to control the minds and dispositions of their little ones.” CG 230.3

“Parents, you should commence your first lesson of discipline when your children are babes in your arms. Teach them to yield their will to yours. This can be done by bearing an even hand and manifesting firmness. Parents should have perfect control over their own spirits and, with mildness and yet firmness, bend the will of the child until it shall expect nothing else but to yield to their wishes.” CG 230.4

“There is no greater curse upon households than to allow the youth to have their own way. When parents regard every wish of their children and indulge them in what they know is not for their good, the children soon lose all respect for their parents, all regard for the authority of God or man, and are led captive at the will of Satan.” CG 231.3

“It is no easy matter to train and educate children wisely. As parents try to keep judgment and the fear of the Lord before them, difficulties will arise. The children will reveal the perversity bound up in their hearts. They show love of folly, of independence, a hatred of restraint and discipline. They practice deception and utter falsehoods. Too many parents, instead of punishing the children for these faults, make themselves blind in order that they shall not see beneath the surface or discern the true meaning of these things. Therefore the children continue in their deceptive practices, forming characters that God cannot approve.” CG 233.2

“In the present state of things in society, it is no easy task for parents to restrain their children and instruct them according to the Bible rule of right.... The sin of parental neglect is almost universal. Blind affection for those who are connected with us by the ties of nature too often exists. This affection is carried to great lengths; it is not balanced by the wisdom or the fear of God. Blind parental affection is the greatest obstacle in the way of the proper training of children. It prevents the discipline and training which are required by the Lord. At times, because of this affection, parents seemed to be bereft of their reason. It is like the tender mercies of the wicked—cruelty disguised in the garb of so-called love. It is the dangerous undercurrent which carries children to ruin.” CG 234.4

**“Parents are in constant danger of indulging natural affections at the expense of obedience to God’s law. Many parents, to please their children, allow what God forbids.”** CG 235.1

“Those who have too little courage to reprove wrong, or who through indolence or lack of interest make no earnest effort to purify the family or the church of God, are held accountable for the evil that may result from their neglect of duty. We are just as responsible for evils that we might have checked in others by exercise of parental or pastoral authority, as if the acts had been our own.” CG 235.4

Deut. 6: 5-9 “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, 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. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates.”

**“When very young, children should be educated to read, to write, to understand figures, to keep their own accounts. They may go forward, advancing step by step in this knowledge.** But before everything else, **they should be taught that the fear of the Lord** is the beginning of wisdom. They should be educated line upon line, precept upon precept, here a little and there a little; but the one aim before the teacher should be to **educate the children to know God, and Jesus Christ** whom He has sent.” CT 168.3

Christ’s education, who is our Example, began at His mother’s knee. About what age may He have been when He learned to read the scrolls at His mother’s knee? Why did He never attend the schools of the rabbis? (ML 298).

## Formal Education

What is “formal education” in contrast with “true education”?

Our answer:

(1) True education should last for our whole life time. The real sources of education are the same for life, from infancy through old age. They are, namely: A. Useful Work B. The Study of the Scriptures and of Nature and C. The Experiences of Life. Even after children are grown and out on their own, in a closely-knit family, the parents’ course has an impact on their grown children. Everyone needs an orderly schedule to bring harmony and balance, and to make their lives fruitful in good works.

(2) As you consider the following inspired quotations, you will see that “formal” education is never appropriate for a Christian. Formality is the opposite of true Christianity. It has to do with prideful display, outward prizes and awards, accreditation, grading, and such. It does not affect the inner life and heart. If we follow our Savior closely, we must totally turn away from formal education.

“Deadness and formality have come in to cripple the energies of the church.” CTr 345. “Formality, pride, and love of display have taken the place of true piety and humble godliness.” CE 134. “Let the Spirit of God into your hearts, and it will sweep away all dry formality.” CCh 292.

**“Affection and love** should be seen in every movement of the teachers and managers of the school. Cold formality should be replaced by earnest zeal and energy. **The love of Jesus** should pervade the whole school that the pupils will learn to regard this as the highest education.” CSW 152. “When form and machinery take the preeminence, and a laborious task is made of carrying on the work that should be done with **simplicity**, evil will result, and little will be accomplished in proportion to the effort put forth. **The object of organization is just the reverse of this.**” CSW 153.

“Between the formalists, whose sanctity of appearance concealed the love of sin, and a character in which zeal for **God’s glory was always paramount**, the contrast was unmistakable. Because the life of Jesus condemned evil, He was opposed, both at home and abroad. His unselfishness and integrity were commented on with a sneer. His forbearance and kindness were termed cowardice.” DA 88.1. We are saved by His life.

**“He shut out of His mind all the sentiments and formalities that had not God for their foundation.** He would give no place for these things to influence Him. Thus He taught that **it is better to prevent evil than to attempt to correct it after it has gained a foothold in the mind.** And Jesus would not by His example lead others to place themselves where they would be corrupted. Nor would He needlessly place Himself in a position

where He would be brought into conflict with the rabbis, which might in after years result in weakening His influence with the people. For the same reasons, **He could not be induced to observe the meaningless forms** or rehearse the maxims that afterward in His ministry He so decidedly condemned.” {FE 439.2}

“Formality should be shunned; but, in so doing, **order should not be neglected**. There is order in heaven. There was order in the church when Christ was upon the earth, and after His departure order was strictly observed among His apostles. And now in these last days, while God is bringing His children into the unity of the faith, there is more real need of order than ever before; for, as God unites His children, Satan and his evil angels are very busy to prevent this unity and to destroy it. Therefore men are hurried into the field who lack wisdom and judgment, perhaps not ruling well their own house, and not having order or government over the few that God has given them charge of at home.” EW 97.

“There is an alarming amount of indifference, pride, love of the world, and cold formality existing among them. And these are the people who are fast coming to resemble ancient Israel, so far as the want of piety is concerned. Many make high claims to godliness, and yet are destitute of self-control. Appetite and passion bear sway; self is made prominent. Many are arbitrary, dictatorial, overbearing, boastful, proud, and unconsecrated. Yet some of these persons are ministers, handling sacred truths. Unless they repent, their candlestick will be removed out of its place. The Saviour’s curse pronounced upon the fruitless fig-tree is a sermon to all formalists and boasting hypocrites who stand forth to the world in pretentious leaves, but are devoid of fruit. What a rebuke to those who have a form of godliness, while in their unchristian lives they deny the power thereof!” GW92 22.

2 Tim. 3:5-7 “Having a form of godliness, but denying the power thereof: from such turn away.”

“Don’t subject your children to **formal, scheduled study** before the age 8 to 10 or 12, whether they can read or not. To any who differ, ask their evidence....We analyzed over 8000 studies of children’s sense, brain, cognition, socialization, etc., and are certain that no replicable evidence exists for **rushing** children into **formal study at home or school before 8 to 10.**” – Raymond and Dorothy Moore

This warning, penned by the Moores who have been foremost in the homeschool movement, begs some clarification:

(1) The concern with “formal” study we agree with, but not only before ages 8-12. It should be avoided altogether if possible, because it is typically ungodly and out of harmony with true education.

(2) Why is “scheduled study” a problem at any age? Only if it is worldly education. Even babies enjoy a short time in nature identification, singing, meals, a Bible story, and a phonogram recitation at a scheduled time of day. The schedule enables mother and father to routinely remember and give the child the chosen activity. Constantly flickering and changing TV programs, cartoons, and video games are potent causes of short attention-spans. Inability to focus and pay attention is taught especially by overstimulation of the eyes and ears, and constant, fast-moving pictures and sounds. **“Regularity should be the rule in all the habits of children.”** CEEd 163. “The more **quiet and simple the life of the child**, the more favorable it will be to both physical and mental development. At all times the mother should endeavor to be **quiet, calm, and self-possessed.**” AH 261.

“Gather the precious rays of light shining around you and **focus** them in one blaze upon the Word, and truths hidden from the casual reader will stand forth plainly and distinctly....If you are wise you will gather up these precious grains of truth. Make the promises of God your own. Then when test and trial come, these promises will be to you glad springs of heavenly comfort. As you study the Word, it will become to you a wellspring of wisdom. Thus you eat the flesh and drink the blood of the Son of God.” TMK 202.3

Pre-school children feel more secure with an orderly time for daily activities, like rising, worship, meals, work, study, exercise, and story time. Older children and youth also thrive on knowing what to expect. Circadian rhythms are benefited by wise schedules. “If the youth would form habits of **regularity and order**, they would improve in health, in spirits, in memory, and in disposition.” CG 112. “Right habits of eating and drinking and dressing must be insisted upon. Wrong habits render the youth **less susceptible to Bible**

**instruction.”** CG 364.

(3) If a child is ready to read, let's say at 6 years of age, is there any evidence that a short, scheduled, daily study time to approach reading before this by a wise, step-by-step, phonics and handwriting approach, will damage him? I do not know of any damage incurred when this correct method is used, but each child must be assessed for readiness individually. Parental neglect is the greatest danger, followed by expecting the older child to suddenly “learn” without giving him a proper foundation. It is discouraging.

When using the streamlined approach, the child is more self-motivated. We do not need to push or rush him, but follow his natural development with diligent instruction. Balanced by useful work, use the child's early interest in literacy to teach him proper speech and study habits. The child wants to learn and is facilitated which soon enables true reading to happen. This child needs no “formal” study, whether at home or at school. He is being instructed in a timely manner from birth to 10 years of age or more, according to his capability. He is happy. Children can best receive these early lessons gradually.

Raymond Moore reveals many problems resulting from early formal learning, and praises the late learners for avoiding these troubles. Educational delay may partially avoid them, but a formal education, even when delayed, will cause many other problems. Neglect is always unwise. A proper approach to reading is the true way to avoid reading trouble. It is largely because the schools are so pervasively using a backward approach to learning to read rather than teaching the foundational principles that allow reading to happen, that they have poor results in general.

The true challenge is to awaken the interest of parents, teachers, and budding new teachers (youth) to learn a better way and prepare themselves to become wise teachers. Learn proper methods and you can practice teaching beginning literary arts to any willing person who desires to improve in these lines.

Teachers need to understand well enough to confidently and correctly lead the student. The method when followed, has built in checks and balances to protect your child from dyslexia and from rushing him into reading before he is developmentally ready. Wise use of the early years will teach him the sub-skills for reading in easy lessons. If you turn things backward or upside down, you will have the same problems that Moore's 8,000 studies on formal education reveal.

A phonetic, principled approach to reading, which has already been proven successful by more than a thousand teachers and thousands of students, when combined with Bible study and obedience to its teachings, is the perfect solution. This approach makes beginning language arts easy and approachable. Every tool is supplied before the next process is taught.

Bible reading alone without proper instruction in the principles of English, is not as easy or effective. God always blesses those who seek His will and determine to read His word. You can prepare yourself now and learn how to teach effectively. It is necessary to know the way before you can lead a child up that way. Otherwise, you will tend to teach as you were taught. Most of us were taught by memorizing words beside pictures, with a smattering of phonics. This is the problem.

The backward way most of us were taught to read and write is the CAUSE of the epidemic of illiteracy all around us. If we read and comprehend very well, it is because our brains are exceptional. Most people have some short comings and many have severe, crippling deficiencies in language arts by fourth grade and beyond. It requires much time and effort to unlearn wrong habits and re-learn better thinking habits. When the correct approach is applied early in life, every willing, capable student will become a good reader.

**A wrong approach to reading is the culprit, not early, scheduled learning**, or early instruction in counting, phonetics, and handwriting. God says, “When very young, children should be taught to read, write, and understand figures.” When God says to do something, (and He has,) it cannot damage our very young children when properly taught. Although nature is to be the only “schoolroom” (there's more space out there), the home is to be the first school and parents the best teachers when God's plan is followed.

Begin on the lowest rung of literacy and climb sequentially. There is no need for the climbing to be stressful or difficult for the child, even when he is very young when his development is being carefully considered. When diligently taught with faith in Christ and obedience to His word, by eight or ten years of age most children will be able to emerge with a good grasp of phonics, legible handwriting, good spelling, and be free of dyslexia.



## My Testimony

Since my youth, I have had a great desire to help children learn, especially in the language arts. God says that these cannot be too thoroughly taught. This is precisely where I have felt the most painful deficiency in my own education. Our family was one of the 8,000 children that Raymond Moore studied for his research project. Our parents told him that we four children had received no more than three years of grade-school, and were doing fine. He did not interview us at the time, as children we were ignorant of what we lacked.

When my siblings and I were taught reading, it was through scattered phonics, guessing, and sight-reading. For two years we enjoyed the labors of an excellent teacher, who later learned of this multi-sensory method and heartily endorsed it. Our conclusion? We started literary lessons too late and the approach could have been much more thorough. By starting so late, we lacked enough time to cover the necessary material. We failed to receive timely instruction and drill in the sub-skills during babyhood through first grade. That early lack shaped our mental template for handwriting and how to study.

Now, from our adult viewpoints, we perceive that our literary education was deficient. I have been seeking for, testing, and proving, the best approach to teach beginning reading for most of my adult life, to that I could share it with others. I realize I am not the only one who has and feels the literary lack. I know the Lord has revealed this way in answer to earnest prayer. In our endeavor to follow inspired counsels, we began to prepare materials in 1996, which has become a kit to help parents and teachers. We sincerely wish we had enjoyed this unique approach that is now available to you – the *Creation Reading Course*. It would have filled many gaps in our education and increased our usefulness. (AH 183, 197, 247, 265).

Our gratitude lovingly extends to all who taught us. Our sympathy goes out to all who are inadequately prepared to teach, but are nevertheless doing the best they knew. Our parents' prayers, and diligence in teaching us the Scriptures, giving us a country place to live with ample opportunities for useful work, an example of loving service, and their desire for us to live pure upright lives has been a lasting blessing. I want every child to enjoy the blessings we had and, in addition, gain better foundational skills in literacy. Interestingly, God puts great emphasis on the **language arts**, next after **useful work** and the **fear of the Lord**.

## Importance of Language Study

**“One of the fundamental branches of learning is language study. In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines.”** CT 216. PH124 17.6

**“Students who expect to become workers in the cause of God should be trained to speak in a clear, straightforward manner, else they will be shorn of half their influence for good. The ability to speak plainly and clearly, in full, round tones, is invaluable in any line of work. This qualification is indispensable in those who desire to become ministers, evangelists, Bible workers, or canvassers. Those who are planning to enter these lines of work should be taught to use the voice in such a way that when they speak to people about the truth, a decided impression for good will be made. The truth must not be marred by being communicated through defective utterance.”** 6T 380.

**“Unless they are taught to read and speak slowly and distinctly, with clearness and force, placing the emphasis where it belongs, how can they teach with any good effect? They should not be allowed to speak so fast that they cannot be clearly understood. Every word, every syllable, should be plainly spoken.”** PH124 31.

**“A man may not have so much knowledge, yet he can accomplish much if he has a voice so well trained that he can impart clearly that which he knows.”** PH124 31.

**“A thorough training in the use of the English language is of far more value to a youth than a superficial study of foreign languages, to the neglect of his mother tongue. If your students, besides studying God's Word, learn no more than how to use correctly the English language in reading, writing, and speaking, a great work will have been accomplished.”** CT 206, 207.

**“Before attempting to study the higher branches of literary knowledge, be sure that you thoroughly understand the simple rules of English grammar, and have learned to read and write and spell correctly. Climb the lower rounds of the ladder before reaching for the higher rounds.”** CT 219.

**“A thorough knowledge of the essentials of education should be not only the condition of admission to a**

higher course, but the constant test for continuance and advancement.” Ed 234. “When voice culture, reading, writing, and spelling take their rightful place in our schools, there will be seen a great change for the better. These subjects have been neglected because teachers have not recognized their value.” PH124 43.

“To spell correctly, to write a clear, fair hand, and to keep accounts, are necessary accomplishments. Bookkeeping has strangely dropped out of school work in many places, but this should be regarded as a subject of primary importance. A thorough preparation in these studies will fit students to stand in positions of trust.” CT 218.

## Vocal Culture

“More important than the acquirement of foreign languages, living or dead, is the ability to write and speak one’s mother tongue with ease and accuracy; but no training gained through a knowledge of grammatical rules can compare in importance with the study of language from a higher point of view....The chief requisite of language is that it be pure and kind and true,– ‘the outward expression of an inward grace,‑” Ed 234, 235.

“Next in importance to right position, are respiration and vocal culture. . . . Let exercises be given which will promote this [good posture, deep breathing, and vocal culture], and see that the habit becomes established.” PH124 13.9

“The training of the voice has an important place in physical culture, since it tends to expand and strengthen the lungs, and thus to ward off disease.” Ed 198, 199.

“No other work committed to us is so important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent.‑” Ed 218, 219.

“As Jesus in the temple solved the mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words which will be an astonishment to men who now talk of ‘higher education.’... in these last days, children’s voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, **the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth** which the older workers cannot do, because their way will be hedged up.” PH124 19.6

## The Perfect Textbook

“**The Word of God is the most perfect educational book in our world.** The word of God is to stand as the highest educating book in our world, and is to be treated with reverential awe. If used as a textbook in our schools, it will be found far more effective than any other book in the world. It is the Word of God alone that gives to us an authentic account of the creation of our world. This Word is to be the chief study in our schools.” PH124 21. This tells us where nature came from–the resource on which we depend for education.

“**God’s Word must be made the groundwork and subject-matter of education.** Let teachers be employed who will give a thorough education in the common branches, the Bible being made the foundation and the life of all study....The Holy Scriptures were the essential study in the schools of the prophets, and they should hold the first place in every educational system; for the foundation of all right education is a knowledge of God. Used as a textbook in our schools, the Bible will do for mind and morals what cannot be done by books of science and philosophy. As a book to discipline and strengthen the intellect, to ennoble, purify, and refine the character, it is without a rival. ...The Bible contains a **simple and complete system** of theology and philosophy.‑” CT 16.

“Do not think the Bible will become *a tiresome book to the children.* Under a wise instructor the word will become more and more desirable. It will be to them as the bread of life, and will never grow old.‑” MS., Dec. 15, 1897. [Place a high priority on learning to become an interested and wise instructor of the Bible so that your children will be led to love the Author and His precious Word.]

“Parents should keep themselves well informed, that they may give the minds of their children proper food.” PH124 5.4 “Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity. The class of studies which are positively essential in the formation of character, to give them a preparation for the future life, should be kept ever before them.” SpT 230.

## Manual, Practical Training

“**Many think** that these things [the practical duties of life] are **no part of school work**; but this is a mistake. The lessons necessary to fit one for practical usefulness should be taught to **every child** in the home and to **every student** in the schools....And the youth themselves, trained to habits of industry, and skilled in lines of useful and productive labor,—**who can estimate their value to society and to the nation?**” PH124 14.4

“Manual training . . . should develop habits of accuracy and thoroughness. Pupils should learn tact and system; they should learn to economize time, and to make every move count. They should be inspired with ambition constantly to improve. Let it be their aim to make their work as nearly perfect as human brains and hands can make it.” Ed 222.

“In itself **the beauty of nature leads** the soul away from sin and worldly attractions, and **toward purity, peace, and God**. For this reason the cultivation of the soil is good work for children and youth. It brings them into direct contact with nature and nature’s God.” PH124 15.7 “Study in agricultural lines should be **the A, B, and C of the education** given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health.” 6T 179.

“Young girls should have been instructed to manufacture wearing apparel, to **cut, make, and mend garments**, and thus become educated for the practical duties of life.” CEEd 19. “No education can be complete that does not teach right principles in regard to dress. Without such teaching, the work of education is too often retarded and perverted. Love of dress, and devotion to fashion, are among the teacher’s most formidable rivals, and most effective hindrances.” Ed 246.

“In all our schools there should be those who are fitted to **teach cooking**. Classes for instruction in this subject should be held. Those who are receiving a training for service suffer a great loss when they do not **gain a knowledge of how to prepare food so that it is both wholesome and palatable**. The science of cooking is not a small matter. The skillful preparation of food is **one of the most essential arts**. It should be regarded as among the most valuable of all the arts, because it is so closely connected with the life. Both young men and young women should be taught how to cook economically, and to dispense with everything in the line of flesh food.” PH124 24.

“There is an education which is essentially worldly. Its aim is success in the world, the gratification of selfish ambition. To secure this education many students spend time and money in crowding their minds with unnecessary knowledge....They eat of the tree of worldly knowledge, which nourishes and strengthens pride....**All unnecessary matters should be weeded from the courses of study, and only such studies placed before the student as will be of real value to him.**” PH124 39, 40.

“If the youth can have but **a one-sided education**, which is of the greater consequence, a knowledge of the sciences, with all the disadvantages to health and life; or a knowledge of labor for practical life? We unhesitatingly answer, The latter. **If one must be neglected, let it be the study of books.**” CT 289.

“Most students fail to understand **the true object of education**, and hence fail to take such a course as to secure this object....There are families without number whose **happiness is wrecked by the inefficiency** of the wife and mother....They [need to] learn how to **cut, make, and mend their own clothing**, or to prepare food in a wholesome and palatable manner....It is the right of every daughter of Eve to have a thorough knowledge of household duties, to receive training **in every department of domestic labor**. Every young lady should be so educated that if called to fill the position of wife and mother, she may preside as a queen in her own domain. She should be fully competent to guide and instruct her children and ... to minister with her own hands to the wants of her household. It is her right to understand **the mechanism of the human body and the principles of hygiene, the matters of diet and dress, labor and recreation, and countless others** that intimately concern the well-being of her household. It is her right to obtain such a knowledge of the best methods of treating disease that she can care for her children in sickness.” *The Signs of the Times*, June 29, 1882.

1 John 2:15-17 “Love not the world, neither the things that are in the world. If any man love the world, the love of the Father is not in him. For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world. And the world passeth away, and the lust thereof: but **he that doeth the will of God abideth for ever.**”