Don’t Get Schooled, Get Educated
True Education for an End-time Generation

Randy J. Siebold

My Schooling/Education

Student
- Elementary, Public school
- Broadview Academy
- BS, Andrews University (Industrial Education, Photography)
- MA, Public University (Art, Photography)
- PhD, Public University (Instructional Systems Technology, Curriculum)
- Study the book “Education”

Educator
- Homeschooling
- Broadview Academy
- Assoc. Superintendent, Michigan Conference
- Andrews University
- Weimar Institute

Be a thinker.
Be a doer.
My approach to presentations.

Before Men and Angels

In a special manner our schools are a spectacle unto angels and to men.
A knowledge of science of all kinds is power, and it is in the purpose of God that advanced science shall be taught in our schools as…
a preparation for the work that is to precede the closing scenes of earth's history.

—FE 186

Battle for Eternity
The Great Controversy
Where is the battleground?
The Mind

Romans 12:2 (NKJV)

“...And do not be conformed to this world, but be transformed by the renewing of your mind...”
Romans 12:2 (Message)

Don’t become so well-adjusted to your culture that you fit into it without even thinking.

Romans 12:2 (Reality)

We have become so well-adjusted to your culture that we have fit into it without even thinking.

Have you ever had God ask you to do something different?

Don’t put question marks where God has put periods.
—John R. Rice (evangelist)

Prophet Elijah

If the Lord be God, follow Him; but if Baal, then follow him.
—1 Kings 18:21

Two paths.

God’s way

World’s way
"Listen to my words: "When a prophet of the LORD is among you, I reveal myself to him in visions, I speak to him in dreams." — Numbers 12:6

"You are the salt of the earth... You are the light of the world." — Matthew 5:13-14

He purposed to give [all peoples] opportunity for becoming acquainted with Him through His church. (6T 221)

The last great delusion is soon to open before us. Antichrist is to perform his marvelous works in our sight. So closely will the counterfeit resemble the true that it will be impossible to distinguish between them except by the Holy Scriptures.

— GC 493 (Scriptures a Safeguard)

Some [church members]...will turn away from the truth....Why?

Because they did not live "by every word that proceedeth out of the mouth of God."

— 6T 132

...if they speak not according to this word, it is because there is no light in them."

— Isaiah 8:20

We must believe in the Bible more than what we believe what we see, hear, taste, smell or touch.

Then, the Bible defines:

our culture,
our family,
our reality.
Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.

—1MCP 53

In every school Satan has tried to make himself the guide of the teachers who instruct the students. It is he who has introduced the idea that selfish amusements are a necessity....when the Lord has presented before them that the better way is to embrace in their education manual labor in the place of amusements.

—8MR 250

Satan has used the most ingenious methods to weave his plans and principles into the systems of education....

—6T 127

Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study.

—ED 13
The cause of true education is the cause of God."
—Melanchthon

"In the highest sense the work of education and the work of redemption are one…"
—ED 30

God desires us to understand True Education

Schooling vs. Education

<table>
<thead>
<tr>
<th></th>
<th>Schooling</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Classroom-based</td>
<td>Home/school/church/library</td>
</tr>
<tr>
<td>Focus</td>
<td>Academics</td>
<td>Mind - Body - Spirit</td>
</tr>
<tr>
<td>Valued Mental Skills</td>
<td>Memory</td>
<td>Broad thinking skills</td>
</tr>
<tr>
<td>Organization</td>
<td>Industrial model</td>
<td>Organic, growth-model</td>
</tr>
<tr>
<td>Approach</td>
<td>Compartmentalized</td>
<td>Integrated</td>
</tr>
<tr>
<td>Breadth</td>
<td>Children &amp; youth</td>
<td>All of life</td>
</tr>
</tbody>
</table>

Education Centered on Jesus

In the Teacher sent from God, all true educational work finds its center...In the presence of such a Teacher, of such opportunity for divine education, what worse than folly is it to seek an education apart from Him—

to seek to be wise apart from Wisdom;
to be true while rejecting Truth;
to seek illumination apart from the Light,
and existence without the Life;
to turn from the Fountain of living waters,
and hew out broken cisterns, that can hold no water.

—ED 83

Education ≠ School

10 ≠ 3
Schooling ≠ Education

Education is a plan which spans a hundred years.
—Korean Proverb

I have never let my schooling interfere with my education.
—Mark Twain

There is no such thing as teaching, only learning.
—Monty Roberts

Education is what remains after one has forgotten what one has learned in school.
—Albert Einstein

I used to think that I didn’t like learning. Actually, I didn’t like school.
—Randy J. Siebold
Get educated, don’t get schooled!

Schooling
- Academics
- For children & youth
- To better yourself

True Education
- Whole person
- Whole life
- To help others

That Church Triumphs which breaks the yoke of worldly education, and which develops and practices the principles of Christian education.

—E.A. Sutherland

Most dangerous of all enemies in a church is a school of its own, Christian in profession, “with teachers and managers who are only half converted; ... who are accustomed to popular methods; ... who concede some things and make half reforms, preferring to work according to their own ideas,” (T. Vol. 6, p. 171)…

—E.A. Sutherland

Our schools should not be just schooling, they should be educating!

Why is “True Education” so important?
Train up a child in the way he should go:
and when he is old, he will not depart from it.


In the night season I was in a large company
where the subject of education was agitating the
minds of all present. Many were bringing up
objections to changing the character of the
education which has long been in vogue. One
who has long been our instructor was speaking to
the people.

He said: “The subject of education should interest
the whole Seventh-day Adventist body.”

—6T 162

Education Shapes Society

Throughout the world, society is in disorder,
and a thorough transformation is needed.
The education given to the youth is to mold
the whole social fabric.

—MH 406

Many suppose that
better educational facilities,
greater skill, and
more recent methods will set things right.

They profess to believe and receive the living
oracles, and yet they give the word of God an
inferior position in the great framework of
education. That which should stand first is made
subordinate to human inventions.

—6T 150

Education is the most powerful weapon
which you can use to change the world.

—Nelson Mandela

When planning for a year, plant corn.
When planning for a decade, plant trees.
When planning for life,
train and educate people.

—Chinese proverb
“When schools flourish, all flourishes
— Martin Luther

Education shapes the church
There can be no more important work than the proper education of our youth.
—Review and Herald, August 26, 1884

What Went Wrong with Education?

Education = School
Where did the idea come from?

World’s School System

History of Education

BC AD
- Eden School • Jesus School
- School of the Prophets • Paul School
- Reformers
- Greek • Middle Ages • Recent history
Greek: Sparta

The education system [was]… designed to create warriors with complete obedience, courage, and physical perfection.

At the age of seven, boys were taken away from their homes to live in school dormitories or military barracks. There they were taught sports, endurance and fighting, and little else, with harsh discipline.

Most of the population was illiterate.


Romans greatly preferred private tutors, most could not afford them. For them…primary school, was the only alternative. Here, [children] were taught reading, writing and counting for a fee. [These schools] were conducted on street corners or in public arcades. Others were established in the teacher’s home or in rented shop space.

A formal education was not compulsory, literacy was haphazard and there were not even any buildings designed as schools.

—Clabaugh & Rozycki, p24-25

Reformers

The success of the reformers had been due to their control of the young people through their educational system. The Papal schools were almost forsaken during the activity of Luther and Melanchthon.

—E.A. Sutherland, Studies in Christian Education

Recent Historical View

A Nation at Risk

2 Kings 17:16-17

Revelation 3:17
And they caused their sons and daughters to pass through the fire, practiced witchcraft and soothsaying, and sold themselves to do evil in the sight of the Lord…

—2 Kings 17:16-17 (NKJV)

They even sank so low as to offer their own sons and daughters as sacrificial burnt offerings!

—(Message)

Lessons from the children of Israel

To be “like all the nations” (1 Samuel 8:5) was their ambition. God’s plan of education was set aside, His authority disowned.

In the rejection of the ways of God for the ways of men, the downfall of Israel began. Thus also it continued, until the Jewish people became a prey to the very nations whose practices they had chosen to follow.

—ED 50

Now these things became our examples...

—1 Cor. 10:6

Because you say, ‘I am rich, have become wealthy, and have need of nothing’—and do not know that you are wretched, miserable, poor, blind, and naked

—Revelation 3:17 (NKJV)

Far too many youth are leaving the church.

—1999 Roger Dudley

Between 40 and 50 percent of Adventist youth leave the church in their 20s

Barna Group

2011

...nearly three out of every five young Christians (59%) disconnect either permanently or for an extended period of time from church life after age 15.


Columbia Union Leaders Discuss Young Adult Attrition

2013

Columbia Union Executive Committee

A. Allan Martin, PhD, didn’t mince words. A former professor at the Seventh-day Adventist Theological Seminary at Andrews University and a current young adult pastor...[stated] some 60 to 70 percent of young people leave the Seventh-day Adventist Church.


Too many youth are leaving the church. One is too many!

Jesus seeks after one.

The book *Education*

Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is.

—Ed. 13

Have we really misunderstood education?
Satan has used the most ingenious methods to weave his plans and principles into the systems of education, and thus gain a strong hold on the minds of the children and youth.

—6T 127

Satan’s purpose for distorting education is to,
Win the battle for our mind and thus
Win the great controversy over Christ.

EDUCATION IS KEY to the future of our church!

Education to wake the church!

Our work is reformatory; and it is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing.

—6T 126

Why do we do education anyway?

WORLD’S SCHOOLING GOALS

<table>
<thead>
<tr>
<th>College/University</th>
<th>Knowledge, Career, Civic.</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>College prep. &amp; some life prep.</td>
</tr>
<tr>
<td>Elementary</td>
<td>H.S. prep. &amp; some life prep.</td>
</tr>
</tbody>
</table>

True Educational GOALS (or Goals of the Seventh-day Adventist educational system)
### Educational Goals

- Body  Manual skills/Health
- Mind  Academic/Career
- Spirit  Christlike character

### Schooling

- Academics
- For children & youth
- To better yourself

### True Education

- Whole person
- Whole life
- To help others

---

**Character building** is the most important work ever entrusted to human beings; and never before was its diligent study so important as now.

**Never** was any previous generation called to meet issues so momentous; **never** before were young men and young women confronted by perils so great as confront them today.

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

—COL 332

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—ED 225
...both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a well-balanced character. Therefore the health should be as faithfully guarded as the character. A knowledge of physiology and hygiene should be the basis of all educational effort.

—ED 195

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.

—CG 358

...the two should go together.

If they have knowingly trampled upon and despised his law on the earth, they will not be taken to heaven to do the same work there; there is no change of character when Christ comes. The character building is to go on during the hours of probation.

—RH, August 25, 1885 par. 5

It is a solemn thing to die, but a far more solemn thing to live. Every thought and word and deed of our lives will meet us again. What we make of ourselves in probationary time, that we must remain to all eternity. Death brings dissolution to the body, but makes no change in the character. The coming of Christ does not change our characters; it only fixes them forever beyond all change.

—5T 466
Compare Educational Goals

**True education:**
- Christlike character
- Manual skills/Health
- Academic/Career

**World's schooling:**
- Academic/Career
- Manual skills/Health
- Character

Lessons from the children of Israel

To be “like all the nations” (1 Samuel 8:5) was their ambition. God’s plan of education was set aside, His authority disowned.

In the rejection of the ways of God for the ways of men, the downfall of Israel began. Thus also it continued, until the Jewish people became a prey to the very nations whose practices they had chosen to follow.

—ED 50

Old error is not truth

We need now to *begin over* again….

Errors may be hoary with age; but age does not make error truth, nor truth error. Altogether too long have the old customs and habits been followed….

We are not at liberty to teach that which shall meet the world’s standard or the standard of the church, simply because it is the *custom* to do so.

—6T 142.1

God has revealed to me that we are in *positive danger* of bringing into our educational work the *customs and fashions* that prevail in the *schools of the world*.

If the teachers are not *guarded* in their work, they will place on the necks of their students *worldly yokes* instead of the yoke of Christ.

The plan of the schools we shall establish in these closing days of the work is to be of an *entirely different order* from those we have instituted in the past.

—RH February 6, 1908

The lessons which Christ taught are to be the standard.

…if there is not in some respects an education of an altogether different character…we need not have gone to the expense of purchasing lands and erecting school buildings.

—6T 142.1
Educational Process

What methods will give true success?

Christ's methods alone...

MH 143

Christ's method alone will give true success in reaching the people.

—MH 143

MH 143

The most complete illustration of Christ's methods as a teacher is found in His training of the twelve first disciples.

—Ed 84

Jesus <30

Desire of Ages chapters

As a Child

Days of Conflict

The question asked during the Saviour’s ministry, “How knoweth this man letters, having never learned?” does not indicate that Jesus was unable to read, but merely that He had not received a rabbinical education. John 7:15. Since He gained knowledge as we may do, His intimate acquaintance with the Scriptures showed(1) how diligently His early years were given to the study of God’s word. (2) And spread out before Him was the great library of God’s created works. He who had made all things, studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life. Continually He was seeking to draw from things seen illustrations by which to present the living oracles of God. (3) The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life. (DA 76:2)
Jesus’ Methods of Learning

Jesus followed the divine plan of education.
The schools of His time, with their magnifying of things small and their belittling of things great, He did not seek.

—Ed 77

Jesus’ Methods of Learning

His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life—God’s lesson books, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart.

— ED 77

The Jesus School

The first pupils of Jesus were chosen from the ranks of the common people…. And they had the advantage of three years' training by the greatest educator this world has ever known.

—ED 85

Characteristics of the Jesus School

Low student/teacher ratio
Student leaders (Peter, James & John)
Practical labor
Nature classroom
Mission trips, no buildings
Blend of lecture & experiential curric.
Scripture study
Activities: Teaching, Preaching, Healing

Matthew 4

23. And Jesus went about all Galilee, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of sickness and all manner of disease among the people.
Matthew 4

24. And his fame went throughout all Syria: and they brought unto him all sick people that were taken with divers diseases and torments, and those which were possessed with devils, and those which were lunatick, and those that had the palsy; and he healed them.

25. And there followed him great multitudes of people from Galilee, and from Decapolis, and from Jerusalem, and from Judaea, and from beyond Jordan.

Jesus’ Educational Activities through the Seventh-day Adventist Church

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1840s</td>
<td>Preaching</td>
<td>Back to the Bible; Jesus is coming soon; Prepare to meet Him</td>
</tr>
<tr>
<td>1850s</td>
<td>Publishing</td>
<td>First issue Review &amp; Herald; Ellen White’s first book; First press</td>
</tr>
<tr>
<td>1860s</td>
<td>Healing</td>
<td>First vision on health reform; Battle Creek Sanitarium opened</td>
</tr>
<tr>
<td>1870s</td>
<td>Teaching</td>
<td>First Ellen White article on education; First denominational school &amp; college</td>
</tr>
<tr>
<td>1880s</td>
<td></td>
<td>Righteousness by Faith</td>
</tr>
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</table>

Repeatedly the Lord has instructed us that we are to work the cities from outpost centers. In these cities we are to have houses of worship, as memorials for God; but institutions for the publication of our literature, for the healing of the sick, and for the training of workers, are to be established outside the cities.

—Selected Messages, book two, p358

Recent Historical View

Leaders Calling for Change

Jesus’ Educational Activities

Preaching
Teaching
Healing
Publishing

Primary Activities of the Jesus School

Industrial
Agrarian
Common School Movement
The Committee of Ten
Early Information Age Schools

A Nation at Risk

2000

1900

1800
A Nation at Risk

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.

—A Nation at Risk report

Change: Times

<table>
<thead>
<tr>
<th>Society</th>
<th>Agrarian</th>
<th>Industrial</th>
<th>Information</th>
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<tbody>
<tr>
<td>Transportation</td>
<td>Horse</td>
<td>Train</td>
<td>Plane &amp; Car</td>
</tr>
<tr>
<td>Family</td>
<td>Extended</td>
<td>Nuclear</td>
<td>Single-parent &amp; blended families</td>
</tr>
<tr>
<td>Business</td>
<td>Family</td>
<td>Bureaucracy</td>
<td>Team</td>
</tr>
<tr>
<td>Education</td>
<td>One-room School-</td>
<td>Current System</td>
<td>?</td>
</tr>
</tbody>
</table>

Reigeluth, 1994

Change: Technology

Changes in Technology
Brain research
Body-mind connection
Business needs
Corporate training

Technology Changes

Mobile learning
Apps will supplement or replace textbooks
Multimedia learning content
Peer-to-peer & school-to-school collaboration
Improved evaluation methods
Game-based learning

The university operates with these ideas: "class, course, grade, credit, degree, department, major. Not one of them is real. They're all just how we do it..."

"Here's what's real:
Students are real.
Knowing things is real.
Being able to do things is real.

People will find alternate ways to teach those things. That's where the really disruptive stuff comes from.

— INC. Magazine, 6 Ways Tech Will Change Education Forever

The status quo is not an option. We're in for what I call a radical restructuring of higher education today.

— John Sexton, NYU President
**Change: Corporate Training**

Four levels of evaluation
- Experience
- Learning
- Transfer
- Return (ROI)

Today's training?
- Short-term workshops
- On the job (or Just-in-time) training
- Online training

**Change: Brain Research**

Intelligences
- Linguistic
- Logical-mathematical
- Musical
- Visual-spatial
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- (Naturalistic)

**Change: Teaching**

The greatest enemy of understanding is coverage.

— Howard Gardner, p 157
The Development and Education of the Mind

**Change in Focus: Emotional Intelligence**

Author: Daniel Goleman
Finding: “Success” has a higher correlation with Emotional Intelligence than with I.Q.

**Mind-Body Connection**

The more neuroscientists discover about this process, the clearer it becomes that exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn.

— Ratey & Hagerman (2008)
Spark: The Revolutionary New Science of Exercise and the Brain

**Research on How People Learn**

<table>
<thead>
<tr>
<th>What we Know about learning</th>
<th>What we Do in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learn at diff. rates</td>
<td>Classes have a set time</td>
</tr>
<tr>
<td>Learn best, intrinsic motivation</td>
<td>Grades, extrinsic motivation</td>
</tr>
<tr>
<td>Whole person connected</td>
<td>Focus on mental activities</td>
</tr>
<tr>
<td>Whole mind development</td>
<td>Focus on memory dev.</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>K-20</td>
</tr>
<tr>
<td>Practical application solidifies learning</td>
<td>Students learn primarily theory</td>
</tr>
</tbody>
</table>
President of Accrediting Association

Higher education is broken
Higher education accreditation is broken

Arne Duncan, US Sect. of Education

"It is no secret that our current model of student and institutional aid is unsustainable."
—Higher Education Summit. October 18, 2012

Credit Card vs. Student Loans

<table>
<thead>
<tr>
<th>x Billions</th>
<th>March, 2012</th>
<th>December 2013</th>
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<tbody>
<tr>
<td>Credit Card</td>
<td>693</td>
<td>870</td>
</tr>
<tr>
<td>Student Loans</td>
<td>857</td>
<td>1,148</td>
</tr>
</tbody>
</table>

Change in Outcomes:
Business Leaders

Our high schools were designed to meet the needs of another age.
—Bill Gates

Has contributed "more than, $700,000,000.00 toward redesign and reform of America’s public high schools."

"...private philanthropies...spend almost $4 billion annually to support or transform K–12 education...

...three funders—
the...Gates Foundation,
the...Broad Foundation, and
the Walton...Foundation—...

[have the goal of] overhauling public education...

—Joanne Barkan"
Summary of Changes

The present day educational system is damaging to young people. Evidence of this harm is being presented from psychological, neurological, sociological, statistical, and common-sense perspectives.

—Shaun Kerry, M.D.
American Board of Psychiatry and Neurology

The World’s Schools are Changing

The future is here

Khan Academy (khanacademy.org)
Udacity (udacity.com)
University of the People (uopeople.org)
Coursera (coursera.org)
MIT, Open Courseware, (ocw.mit.edu)
EDX (edx.org)
iTunes University (apple.com/itunesu)

Making a Change: The Met

What is True Education?

Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.

—1MCP 53
Overview: Previous Sessions

- Schooling vs. True education
- Battle for the Mind
- Too many young people leaving the church
- Goals of True Education
- The Jesus School
- The world’s “schooling” will be changing

We must believe in the Bible more than what we believe what we see, hear, taste, smell or touch.

At that point, the Bible defines:
- our culture,
- our family,
- our reality.

Then we will be living in the world, but not of the world.

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Schooling ≠ Education

<table>
<thead>
<tr>
<th>Conception</th>
<th>Birth</th>
<th>5</th>
<th>22</th>
<th>Death</th>
<th>Eternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirit</td>
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<tr>
<td>Mind</td>
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<tr>
<td>Body</td>
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In a special manner our schools are a spectacle unto angels and to men.

A knowledge of science of all kinds is power, and it is in the purpose of God that advanced science shall be taught in our schools as...

a preparation for the work that is to precede the closing scenes of earth's history.

—FE 186

Before Men and Angels

World’s Schooling: A Change towards true education?

Need for Change

The world know it needs to change how they “do” schools
And they are beginning to change

Q:
What about Adventist schools?
Adventist Education in Turmoil
Behind Closed Doors

Will we follow the world?
or, will we follow God’s plan?

The Blueprint?

No exact pattern can be given for the establishment of schools in new fields. The climate, the surroundings, the condition of the country, and the means at hand with which to work, must all bear a part in shaping the work. The blessings of an all-around education will bring success in Christian missionary work. Through its means souls will be converted to the truth.

— E. G. White, Review and Herald, February 6, 1908

2 Chronicles 20:20

Believe in the LORD your God, and you shall be established; believe His prophets, and you shall prosper.

God’s vision

Senge’s “Shared Vision”
Where there is no vision, the people perish...

—Proverbs 29:18 (KJV)

Bible: Vision

God supplies the vision.

• Then God spoke to Israel in the visions of the night.
  —Genesis 46:2

He shares His vision with the prophets.

• Hear now My words: if there is a prophet among you, I, the LORD, make Myself known to him in a vision; I speak to him in a dream.
  —Numbers 12:6

God’s visions are true

• The days are at hand, and the fulfillment of every vision [of the LORD]. — Ezekiel 12:23

False visions don’t work

• They make you worthless; They speak a vision of their own heart, Not from the mouth of the LORD.
  —Jeremiah 23:16
Spirit of Prophecy

God's Vision for Education

In the highest sense the work of education and the work of redemption are one...

Image of God

Fallen State

Worldly Success

Model System

The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime.

— Ellen G. White, Education, p. 20

Model School

As an illustration of its principles a model school was established in Eden, the home of our first parents.

— Ellen G. White, Education, p. 20

Model School

The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students.

— Ellen G. White, Education, p. 20

Ed 17

"this power"...
individuality,

power to think and to do....

It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.
For ages education has had to do chiefly with the memory.

This faculty has been taxed to the utmost, while the other mental powers have not been correspondingly developed.

Students have spent their time in laboriously crowding the mind with knowledge, very little of which could be utilized.

The mind thus burdened with that which it cannot digest and assimilate is weakened; it becomes incapable of vigorous, self-reliant effort.

The mind thus burdened with that which it cannot digest and assimilate is weakened; it becomes incapable of vigorous, self-reliant effort, and is content to depend on the judgment and perception of others.
New York State Teacher of the Year

...slowly I began to realize that the bells and the confinement, the crazy sequences, the age-segregation, the lack of privacy, the constant surveillance, and all the rest of the national curriculum of schooling were designed exactly as if someone had set out to prevent children from learning how to think and act, to coax them into addiction and dependent behavior.
—John Taylor Gatto

6T 127

Satan has used the most ingenious methods to weave his plans and principles into the systems of education, and thus gain a strong hold on the minds of the children and youth.

Memory Test

Random Recall

True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused.

Education, p. 41

Education, p. 220

The benefit of manual training is needed also by professional men....An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought.
The benefit of manual training is needed also by professional men.... An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense.

The mind occupied with commonplace matters only, becomes dwarfed and enfeebled.... As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's word.

As a means of intellectual training, the Bible is more effective than any other book, or all other books combined.

“The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education”

—Ed. 17.
Let the youth advance as fast and as far as they can in the acquisition of knowledge. Let their field of study be as broad as their powers can compass. And, as they learn, let them impart their knowledge.

It is thus that their minds will acquire discipline and power. It is the use they make of knowledge that determines the value of their education.

To spend a long time in study, with no effort to impart what is gained, often proves a hindrance rather than a help to real development.
In both the home and the school it should be the student’s effort to learn how to study and how to impart the knowledge gained.

It is not enough to fill the minds of the youth with lessons of deep importance; they must learn to impart what they have received. Whatever may be the position or possession of any individual who has a knowledge of the truth, the word of God teaches him that all he has is held by him in trust. It is lent him to test his character.

The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others.

Know
Apply
Teach

Qualitative Analysis: Education

Two Resources
Nature
Qualitative Analysis: Education

Two Resources
Nature
Scripture

How do I recognize True Education?

Christ's Resources: Scripture & Nature
Christ's Activities: Preach, Heal & Teach
Christ's Goals:
- Whole person—Mind, Body & Spirit
- Whole life
- For others (life of service)
Christ's Strategies: Know, apply, teach

Testimony: Madison College

The work that the laborers have accomplished at Madison has done more to give a correct knowledge of what an all-round education means than any other school that has been established by Seventh-day Adventists in America. The Lord has given these teachers in the South an education that is of highest value, and it is a training that God would be pleased to have all our youth receive.

—11MR, 182

The class of education given at the Madison School is such as will be accounted a treasure of great value by those who take up missionary work in foreign fields.... If many more in other schools were receiving a similar training, we as a people would become a spectacle to the world, to angels, and to men.

—11MR 193
Much acceptable work has been done in Madison. The Lord says to you, “Go forward.” Your school is to be an example of how

- Bible study,
- general education,
- physical education, and
- sanitarium work

may be combined in many smaller schools that shall be established in simplicity in many places in the Southern States.

—E. G. White, Manuscript Releases, Vol. 11, p. 190

Madison College

Nashville Agricultural Normal Institute

...Madison Rural Sanitarium...is the Institute's most important industry.... students [get] practical training in the process of earning their education.

60 acres of garden, 70 acres of fruit, and 2 greenhouses.... The students canning factory puts up enough vegetables to feed students year round.

Students work five hours and study five hours daily the year round

—Reader's Digest, 1938. Self-supporting College

The Future of Seventh-day Adventist Education

Our institutions of learning may swing into worldly conformity. Step by step they may advance to the world; but they are prisoners of hope, and God will correct and enlighten them, and bring them back to their upright position of distinction from the world.

—FE 290

LOVING GOD

KNOW

OBEY

Prophets
Leaders
Small Groups
Young People
Educational Institutions
Church

The church is languishing for the help of young men who will bear a courageous testimony, who will with their ardent zeal stir up the sluggish energies of God’s people, and so increase the power of the church in the world.

—MYP 24
Young People Leaving the Church

"A. Allan Martin, PhD, didn’t mince words. A former professor at the Seventh-day Adventist Theological Seminary...hit the members of the Columbia Union Conference Executive Committee with stark numbers:"

"Some 60 to 70 percent of young people leave the Seventh-day Adventist Church."


An ounce of prevention is worth a pound of cure.

Adventist Schools?
Adventist Education

10 Essentials of Adventist Education

1. Quality Academics  
2. Evangelism  
3. Health  
4. Relationships  
5. Staff  
6. Character  
7. Work Education  
8. Agriculture  
9. Bible & Spirit of Prophecy  
10. Leadership  
—Bernard & Siebold, 2014

Adventist Education Activities
What Jesus Did

Teach  
Preach  
Heal

City Work

The work in the cities is the essential work for this time, and is now to be taken hold of in faith. When the cities are worked as God would have them, the result will be the setting in operation of a mighty movement, such as we have not yet witnessed.

—Review & Herald, November 17, 1910.
We are to be wise as serpents and harmless as doves in our efforts to secure country properties... and from these outpost centers we are to work the cities.

—ST, B, No. 14, p. 7 (1902)

Where?

Weimar Institute
Sacramento
San Francisco
Reno

What type of work?

Passive work
Those near us

Active work
Door-to-door work
Public meetings
Centers of Influence

What are Centers of Influence?

Health food stores
Vegetarian restaurants
Health food stores
Cooking schools
Literature ministries
Child care/VBS

Prison ministries
Medical clinics
Medical missionary centers
Massage
Hydrotherapy
Natural remedies training

Australasian Union Conference Record,
March 1, 1901

“There are many lines of Christian effort being carried forward by our brethren and sisters in San Francisco.

“There are many lines of Christian effort being carried forward by our brethren and sisters in San Francisco. These include visiting the sick and destitute, finding homes for orphans, and work for the unemployed;
“There are many lines of Christian effort being carried forward by our brethren and sisters in San Francisco. These include visiting the sick and destitute, finding homes for orphans, and work for the unemployed; nursing the sick, and teaching the love of Christ from house to house; the distribution of literature; and the conducting of classes for healthful living and the care of the sick.

“In another part of the city a workingmen’s home and medical mission is maintained. On Market Street, near the City Hall, there is a bath establishment [hydrotherapy treatment center], operated as a branch of the St. Helena Sanitarium. In the same locality is a depot of the Health Food Company, where health foods are not only sold, but instruction is given as to reforms in diet.
“Nearer the center of the city, our people conduct a Vegetarian Cafe, which is open six days in the week, and is entirely closed on the Sabbath. Here about five hundred meals are served daily, and no flesh-meats are used.

“Dr. and Mrs. Dr. Lamb are doing much medical work for the poor in connection with their regular practice; and Dr. Buchannan is doing much free work at the Workingmen’s Home.

“We earnestly hope that the steps taken in the future in the work in San Francisco will still be steps of progress. The work that has been done there is but a beginning.

—Australasian Union Conference Record, March 1, 1901
K-12 Enrollment

Between 1980 and 2005 Seventh-day Adventist Church membership in the North American Division increased by 75 percent. In that same 25-year period K-12 enrollment in Adventist schools dropped by nearly 25 percent.

http://www.adventistbookcenter.com/Detail.tpl?sku=9780828024198

Do Adventist schools need to change?

Problem Symptom

ValueGenesis
CognitiveGenesis

• Above average achievement
• Above average in ability
• Above prediction in achievement
• Above average & prediction in all subjects
• Above average & prediction all grades
• Above average for all school sizes
• Above prediction at all abilities
• Yearly gains in achievement
• Yearly gains in ability
• Yearly gains in achievement at given abilities

www.CognitiveGenesis.org

www.ValueGenesis.com

CognitiveGenesis

Enrollment K-12

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http://www.adventistbookcenter.com/Detail.tpl?sku=9780828024198

Problem Symptom

Do Adventist schools need to change?
Good is the enemy of Great.
And that is one of the key reasons why we have so little that becomes great.

We don't have great schools, principally because we have good schools.

We don't have great schools, principally because we have good schools. We don't have great government, principally because we have good government.

Few people attain great lives, in large part because it is just so easy to settle for a good life.

The vast majority of companies never become great, precisely because the vast majority become quite good.
The vast majority of companies never become great, precisely because the vast majority become quite good — and that is their main problem.

—Jim Collins, *Good to Great*

The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.

—Michelangelo

Our problem?

Adventist Schools are good schools

What can I do?

Student?
Teacher?
School leader?
Conference leader?
Parent?
Church member?

What can I do?

Pray.
Study.
Act.

Good Schools

Great Schools

God’s Schools
Education forms the church

There can be no more important work than the proper education of our youth.

—Review and Herald, August 26, 1884

One who has long been our instructor was speaking to the people.

He said: “The subject of education should interest the whole Seventh-day Adventist body.”

—6T 162

Now, as never before, we need to understand the true science of education. If we fail to understand this, we shall never have a place in the kingdom of God.

—1MCP 53

Prayer & Action

The success attending Nehemiah's efforts shows what prayer, faith, and wise, energetic action will accomplish.

—ChL 22.

Study the Story of Nehemiah

Men of prayer should be men of action.... The means which [Nehemiah] lacked he solicited from those who were able to bestow.

—Southern Watchman, March 15, 1904
Study the Story of Esther

At a time when it seemed that no power could save them, Esther and the women associated with her, by fasting and prayer and prompt action, met the issue, and brought salvation to their people.

—SpT-B15 1, 2 (1911)

We must live a twofold life—

a life of thought and action,
of silent prayer and earnest work.

—AG 317

Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do.

—ED 17

So…what kind of Action?

STUDENTS

Wherever possible, students should, during the school year, engage in city mission work. They should do missionary work in the surrounding towns and villages. They can form themselves into bands to do Christian help work....They are not to look forward to a time, after the school term closes, when they will do some large work for God …

—Counsels to Teachers, p. 547.

Organize a team, study together and do city mission work.

1

STUDENTS

It is not enough to fill the minds of the youth with lessons of deep importance; they must learn to impart what they have received.

—Counsels to Teachers, p. 545.
STUDENTS

Teach what you learn.

SCHOOLS

So…what kind of Action?

1. Establish lifestyle centers (natural remedies)

For the strengthening of this line of effort, counsel has been given that in connection with our larger schools there should be established small sanitariums.

—Counsels to Teachers, p. 545.

"This is the education so much needed at the present time. If a worldly influence is to bear sway in our school, then sell it out to worldlings and let them take the entire control; and those who have invested their means in that institution will establish another school, to be conducted, not upon the plan of popular schools, nor according to the desires of principal and teachers, but upon the plan which God has specified.

—5T 25

Types of Change

EVOLUTION:
Adjust, tweak and refine
e.g., change schedule to include morning worship time

REVOLUTION:
Transformation, restructure, reorganize, rebuild, reform
e.g., change evaluation system from grades
**THE WATCHWORD OF EDUCATION**

“Something better” is the watchword of education, the law of all true living.

Whatever Christ asks us to renounce, He offers in its stead something better.

— Education, p 296

**Faith-based Action**

He who waits for entire knowledge before he will exercise faith, cannot receive blessing from God.

—DA 347

**How to change Adventist Education,**

a youth movement.

“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it's the only thing that ever has.”

—Margaret Mead

*Cultural Anthropologist*

**Questions/Comments?**

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Recommended Readings

Education, EG White
Fundamentals of Christian Education, EG White
Ministry of Healing, EG White
Testimonies, V6, Section 3, Education, EG White
Studies in Christian Education, EA Sutherland
Christian Education, AT Jones
God's Beautiful Farm, Gish & Christman

Recommended Audio