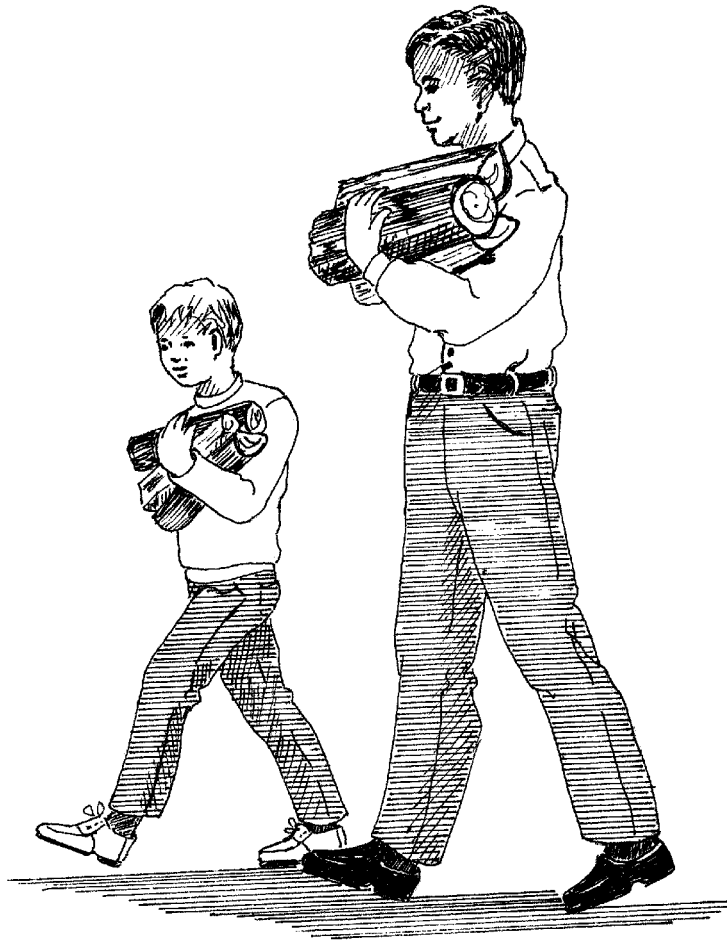


6 – Physical Culture

“Mental, Physical, Spiritual”



“And that ye study
to be quiet,
and to do your own business,
and to work with your own hands,
as we commanded you.”
I Thessalonians 4:11



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6 – Physical Culture

“Mental, Physical, Spiritual”

Assignment



Read:

Luke 2:40

Luke 2:51-52

The Desire of Ages 68-74, 84-92

Part I

Jesus Works in the Carpenter Shop

“Christ was the only sinless one who ever dwelt on earth; yet for nearly thirty years He lived among the wicked inhabitants of Nazareth. This fact is a rebuke to those who think themselves dependent upon place, fortune, or prosperity, in order to live a blameless life. Temptation, poverty, adversity, is the very discipline needed to develop purity and firmness.” (*The Desire of Ages* 72)

What is the discipline needed to develop purity and firmness?

“Jesus carried into His labor cheerfulness and tact. It requires much patience and spirituality to bring Bible religion into the home life and into the workshop, to bear the strain of worldly business, and yet keep the eye single to the glory of God. This is where Christ was a helper. He was never so full of worldly care as to have no time or thought for heavenly things. Often He expressed the gladness of His heart by singing psalms and heavenly songs. Often the dwellers in Nazareth heard His voice raised in praise and thanksgiving to God. He held communion with heaven in song; and as His companions complained of weariness from labor, they were cheered by the sweet melody from His lips. His praise seemed to banish the evil angels, and, like incense, fill the place with fragrance. The minds of His hearers were carried away from their earthly exile, to the heavenly home.” (*The Desire of Ages* 73)

How did Jesus perform His labor?

“It requires much _____ and _____ to bring _____ into the home life and into the workshop, to bear the strain of worldly business, and yet keep the _____ to the _____ of God.”

Where were Jesus’ thoughts at all times?

How did He express the gladness of His heart?

What was the result?

“As Jesus worked in childhood and youth, mind and body were developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable. The exercise that teaches the hands to be useful and trains the young to bear their share of life’s burdens gives physical strength, and develops

every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go out from the home to be useful members of society.”
(The Desire of Ages 72)

As He worked in childhood and youth what developed?

How did He use His physical powers?

“He was not willing to be _____, even in the _____ of _____.

He was _____ as a workman, as He was _____ in character.”



By His own example what did He teach?

What does good physical work do for the mental faculties?

What did God appoint work as, and what will the diligent worker find?

What does God approve of?

“Throughout His life on earth, Jesus was an earnest and constant worker. He expected much; therefore He attempted much. After He had entered on His ministry, He said, *‘I must work the works of him that sent me, while it is day: the night cometh, when no man can work’* (John 9:4). Jesus did not shirk care and responsibility, as do many who profess to be His followers. It is because they seek to evade this discipline that so many are weak and inefficient. They may possess precious and amiable traits, but they are nerveless and almost useless when difficulties are to be met or obstacles surmounted. The positiveness and energy, the solidity and

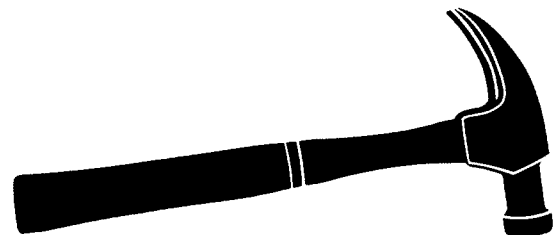
strength of character, manifested in Christ are to be developed in us, through the same discipline that He endured. And the grace that He received is for us.” (*The Desire of Ages* 73)

What kind of a worker was Jesus?

What kind of workers should you and your children be?

“So long as He lived among men, our Saviour shared the lot of the poor. He knew by experience their cares and hardships, and He could comfort and encourage all humble workers. Those who have a true conception of the teaching of His life will never feel that a distinction must be made between classes, that the rich are to be honored above the worthy poor.” (*The Desire of Ages* 73)

What did Jesus know by experience?



“Jesus lived in a peasant’s home, and faithfully and cheerfully acted His part in bearing the burdens of the household. He had been the Commander of heaven, and angels had delighted to fulfill His word; now He was a willing servant, a loving, obedient son. He learned a trade, and with His own hands worked in the carpenter’s shop with Joseph. In the simple garb of a common laborer He walked the streets of the little town, going to and returning from His humble work. He did not employ His divine power to lessen His burdens or to lighten His toil.” (*The Desire of Ages* 72)

What kind of home did Jesus grow up in?

How did He bear His work responsibilities?

What did He learn to do with His own hands?

“Yet Jesus shunned display. During all the years of His stay in Nazareth, He made no exhibition of His miraculous power. He sought no high position and assumed no titles.

His quiet and simple life, and even the silence of the Scriptures concerning His early years, teach an important lesson. The more quiet and simple the life of the child—the more free from artificial excitement, and the more in harmony with nature—the more favorable is it to physical and mental vigor and to spiritual strength.” (*The Desire of Ages* 74)

What was Jesus’ life like in Nazareth?

How should our children’s lives be?

What will be the result?

“Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrat-

ing the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when laboring at the carpenter's bench as when working miracles for the multitude. And every youth who follows Christ's example of faithfulness and obedience in His lowly home may claim those words spoken of Him by the Father through the Holy Spirit, *'Behold my Servant, whom I uphold; mine Elect, in whom my soul delighteth'* (Isaiah 42:1)." (*The Desire of Ages* 74)

In what is Jesus a pattern for all children and youth?

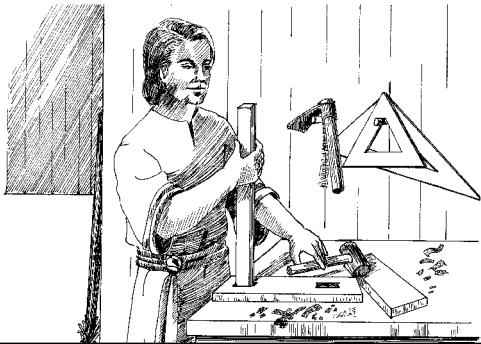
Where did Jesus' work begin?

"He [Jesus] was doing God's service just as much when laboring

at the _____ as

when working _____

for the multitude."



"From the time when the parents of Jesus found Him in the temple, His course of action was a mystery to them. He would not enter into controversy, yet His example was a constant lesson. He seemed as one who was set apart. His hours of happiness were found when alone with nature and with God. Whenever it was His privilege, He turned aside from the scene of His labor, to go into the fields, to meditate in the green valleys, to hold communion with God on the mountainside or amid the trees of the forest. The early morning often found Him in some secluded place, meditating, searching the Scriptures, or in prayer. From these quiet hours He would return to His home to take up His duties again, and to give an example of patient toil." (*The Desire of Ages* 89-90)

Where was Jesus' happiness found?

What time of the day did Jesus especially spend with God?

What was the result of these communions?

Working With Wood

Why did God, the Father, appoint Jesus to work in a carpenter shop?

Jesus' whole life was to help people build character and what better way to illustrate it than with trees, wood, and the woodshop?

How does a tree get food and water?

Like all green plants, trees must have sunlight to grow. The green part of leaves contains chlorophyll, and here the tree uses sunlight to make its food. The process is called photosynthesis.

Water and minerals travel up the outside ring of wood, just under the bark, to the leaves. The tree must have a supply of water to continue growing, and to replace the moisture given off from the leaves.

Once photosynthesis has taken place the food travels as sap down the living part of the bark to all parts of the tree, even to the roots.

How did Jesus get spiritual food and water?

Jesus received His spiritual nourishment through the process of the study of nature, the Scriptures, prayer and meditation.

A tree must have food to live.
A man must have
spiritual food
to live spiritually.

In Scripture, many times a man is called a tree. (See Judges 9:7-21; Psalm 1:3; Isaiah 55:12.) Can you think of other examples?

Tree	Man
roots	feet
trunk	body trunk
branches	arms
leaves	hands
bark	skin
fruit	character

Can you think of more comparisons between people and trees?



Deciduous or Evergreen

- A deciduous tree is one that loses its leaves in the autumn.
- An evergreen tree has leaves all year round.
- Jesus showed the people in Nazareth that He was an Evergreen. Are you?

Seeds

Trees spread their seeds to continue the growth of that species, or family of trees.

Jesus showed in childhood and youth how to develop the spiritual, mental, and spiritual life. He planted seeds that would continue the growth of God's family of Christians.

Lessons

There are many lessons that trees can teach us about practical work and character. That is one reason Jesus was a carpenter.

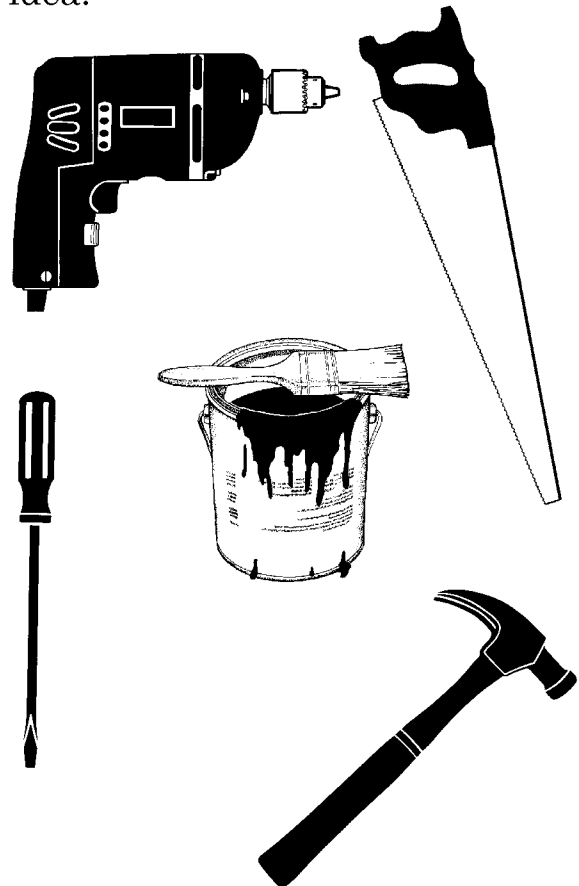


Cut

Trees are cut down and used for many building projects. The life of the tree is cut short, as illustrated in the life of our Saviour being cut short, but producing a beautiful end result.

Assignment

Study the tools of a carpenter, found in your workshop. Make a parallel with each tool and character development; adding a Bible verse to support the idea.



Part II Physical Training

“And that ye study to be quiet, and to do your own business, and to work with your own hands, as we commanded you” (I Thessalonians 4:11).

“At the creation, labor was appointed as a blessing. It meant development, power, happiness. The changed condition of the earth through the curse of sin has brought a change in the conditions of labor; yet though now attended with anxiety, weariness, and pain, it is still a source of happiness and development. And it is a safeguard against temptation. Its discipline places a check on self-indulgence, and promotes industry, purity, and firmness. Thus it becomes a part of God’s great plan for our recovery from the Fall.”

What is work a safeguard against?

What does its discipline do?

What does it promote?

“The youth should be led to see the true dignity of labor. Show them that God is a constant worker. 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.

“In our labor we are to be workers together with God. He gives us the earth and its treasures; but we must adapt them to our use and comfort. He causes the trees to grow; but we prepare the timber and build the house. He has hidden in the earth the gold and silver, the iron and coal; but it is only through toil that we can obtain them.”

**“In our _____
we are to be _____
with God.”**

“Show that, while God has created and constantly controls all things, He has endowed us with a power not wholly unlike His. To us has been given a degree of control over the forces of nature. As God called forth the earth in its beauty out of chaos, so we can bring order and beauty out of confusion. And though all things are now marred with evil, yet in our completed work we feel a joy akin to His, when, looking on the fair earth, He pronounced it *‘very good.’*”

“As a rule, the exercise most beneficial to the youth will be found in useful employment. The little child finds both diversion and development in play; and his sports should be such as to promote not only physical, but mental and spiritual growth. As he gains strength and intelligence, the best recreation will be found in some line of effort that is useful. That which trains the hand to helpfulness, and teaches the young to bear their share of life’s burdens, is most effective in promoting the growth of mind and character.”

What is the exercise most beneficial to the youth?

What is the best recreation?

What should it promote?

“The youth need to be taught that life means earnest work, responsibility, care-taking. They need a training that will make them practical—men and women who can cope with emergencies. They should be taught that the discipline of systematic, well-regulated labor is essential, not only as a safeguard against the vicissitudes of life, but as an aid to all-round development.”

State the lesson the youth should be taught.

How are the youth best taught this lesson?

“Notwithstanding all that has been said and written concerning the dignity of labor, the feeling prevails that it is degrading. Young men are anxious to become teachers, clerks, merchants, physicians, lawyers, or to occupy some other position that does not require physical toil. Young women shun housework and seek an education in other lines. These need to learn that no man or woman is degraded by honest toil. That which degrades is idleness and selfish dependence. Idleness fosters self-indulgence, and the result is a life empty and barren

—a field inviting the growth of every evil. *‘The earth which drinketh in the rain that cometh oft upon it, and bringeth forth herbs meet for them by whom it is dressed, receiveth blessings from God: but that which beareth thorns and briers is rejected, and is nigh unto cursing; whose end is to be burned’* (Hebrews 6:7-8).”

What degrades a person?

“ _____ fosters _____, and the result is a life empty and barren—a field inviting the _____ of _____ .”

“Many of the branches of study that consume the student’s time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to homemaking.”

What is essential in the life of a young person? What could be dispensed with?

“To the health and happiness of the whole family nothing is more vital than skill and intelligence on the part of the cook. By ill-prepared, unwholesome food she may hinder and even ruin both the adult’s usefulness and the child’s development. Or by providing food adapted to the needs of the body, and at the same time inviting and palatable, she can accomplish as much in the right as otherwise she accomplishes in the wrong direction. So, in many ways, life’s happiness is bound up with faithfulness in common duties.”

How is life’s happiness bound up?

“Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and repair his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn to harness

and drive a horse, [fix and drive a car], and to use the saw and the hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life.”

Reread the above paragraph!

“Let the children and youth learn from the Bible how God has honored the work of the everyday toiler. Let them read of *‘the sons of the prophets’* (II Kings 6:1-7), students at school, who were building a house for themselves, and for whom a miracle was wrought to save from loss the ax that was borrowed. Let them read of Jesus the carpenter, and Paul the tentmaker, who with the toil of the craftsman linked the highest ministry, human and divine. Let them read of the lad whose five loaves were used by the Saviour in that wonderful miracle for the feeding of the multitude; of Dorcas the seamstress, called back from death, that she might continue to make garments for the poor; of the wise woman described in the Proverbs, who *‘seeketh wool and flax, and worketh willingly with her hands;’* *‘who planteth a vineyard’* *‘and strengtheneth her arms;’* *‘who giveth meat to her household, and their task to her maidens;’* who *‘stretcheth out her hand to the poor; yea... reacheth forth her hands to the needy;’* who *‘looketh well to the ways of her*

household, and eateth not the bread of idleness’ (Proverbs 31:13, 15; 31:16-17, 20, 27).

“Of such a one, God says: *‘She shall be praised. Give her of the fruit of her hands; and let her own works praise her in the gates’* (Proverbs 31:30-31).

“For every child the first industrial school should be the home. And, so far as possible, facilities for manual training should be connected with every school. To a great degree such training would supply the place of the gymnasium, with the additional benefit of affording valuable discipline.”

What is the first industrial school for a child?

“As a relaxation from study, occupations pursued in the open air, and affording exercise for the whole body, are the most beneficial. No line of manual training is of more value than agriculture. A greater effort should be made to create and to encourage an interest in agricultural pursuits. Let the teacher call attention to what the Bible says about agriculture: that it was God’s plan for man to till the earth; that the first man, the ruler of the whole world, was given a garden to culti-

vate; and that many of the world's greatest men, its real nobility, have been tillers of the soil. Show the opportunities in such a life. The wise man says, *'The king himself is served by the field'* (Ecclesiastes 5:9). Of him who cultivates the soil the Bible declares, *'His God doth instruct him to discretion, and doth teach him'* (Isaiah 28:26). And again, *'Whoso keepeth the fig tree shall eat the fruit thereof'* (Proverbs 27:18). He who earns his livelihood by agriculture escapes many temptations and enjoys unnumbered privileges and blessings denied to those whose work lies in the great cities. And in these days of mammoth trusts and business competition, there are few who enjoy so real an independence and so great certainty of fair return for their labor as does the tiller of the soil."

What is a very valuable training for our children and youth?

Who is better off? A man working in an office, or a farmer? Why?

"In the study of agriculture, let pupils be given not only theory, but practice. While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner. Such an ambition, together with the invigorating effect of exercise, sunshine, and pure air, will create a love for agricultural labor that with many youth will determine their choice of an occupation. Thus might be set on foot influences that would go far in turning the tide of migration which now sets so strongly toward the great cities....

"The benefit of manual training is needed also by professional men. A man may have a brilliant mind; he may be quick to catch ideas; his knowledge and skill may secure for him admission to his chosen calling; yet he may still be far from possessing a fitness for its duties. 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. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill.

“The physician who has laid a foundation for his professional knowledge by actual service in the sickroom will have a quickness of insight, an all-round knowledge, and an ability in emergencies to render needed service—all essential qualifications, which only a practical training can so fully impart.

“The minister, the missionary, the teacher, will find their influence with the people greatly increased when it is manifest that they possess the knowledge and skill required for the practical duties of everyday life. And often the success, perhaps the very life, of the missionary depends on his knowledge of practical things. 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.

“In acquiring an education, many students would gain a most valuable training if they would become self-sustaining. Instead of

incurring debts, or depending on the self-denial of their parents, let young men and women depend on themselves. They will thus learn the value of money, the value of time, strength, and opportunities, and will be under far less temptation to indulge idle and spendthrift habits. The lessons of economy, industry, self-denial, practical business management, and steadfastness of purpose, thus mastered, would prove a most important part of their equipment for the battle of life. And the lesson of self-help learned by the student would go far toward preserving institutions of learning from the burden of debt under which so many schools have struggled, and which has done so much toward crippling their usefulness.”

Reread the above paragraph!

“Let the youth be impressed with the thought that education is not to teach them how to escape life’s disagreeable tasks and heavy burdens; that its purpose is to lighten the work by teaching better methods and higher aims. Teach them that life’s true aim is not to secure the greatest possible gain for themselves, but to honor their Maker in doing their part of the world’s work, and lending a helpful hand to those weaker or more ignorant.”

What is education to teach?

“One great reason why physical toil is looked down on is the slipshod, unthinking way in which it is so often performed. It is done from necessity, not from choice. The worker puts no heart into it, and he neither preserves self-respect nor wins the respect of others. Manual training should correct this error. It 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 not only be taught the best methods, but 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.”

What should manual training teach the student?

What aim should a student have in his work?

“Such training will make the youth masters and not slaves of labor. It will lighten the lot of the hard toiler, and will ennoble even the humblest occupation. He who regards work as mere drudgery, and settles down to it with self-complacent ignorance, making no effort to improve, will find it indeed a burden. But those who recognize science in the humblest work will see in it nobility and beauty, and will take pleasure in performing it with faithfulness and efficiency.

“A youth so trained, whatever his calling in life, so long as it is honest, will make his position one of usefulness and honor.”

(Section II selections
were taken from the book,
Education, pages 214-222)

Summarize the lessons youth learn through true manual training.

What Can We Do?

I Labor

A. Farm

1. Plowing
2. Gardening with hand tools
3. Harvesting crops
4. Clearing land
5. Growing flowers
6. Caring for fruit trees
7. Maintaining farm fences
8. Bee keeping



B. Maintenance

1. Carpentry
2. Masonry
3. Machine maintenance
4. Building maintenance
5. Mowing lawns
6. Trimming and caring for shrubbery
7. Trimming and beautifying our forests
8. Caring for flowers
9. Planting new trees and shrubbery
10. Clearing roadways of paper and debris

C. Manufacturing and Trades

1. Printing
2. Woodworking
3. Broommaking
4. Laundering
5. Mechanics
6. Machinist work
7. Bookmaking and binding
8. Electrical work
9. Information media
10. Shoe repairing

D. The Home Keeper

1. Mending and clothing repair
2. Sweeping and dusting
3. Cooking and washing dishes
4. Interior decorating
5. Cutting and making clothing
6. Laundry
7. Mopping
8. Gardening
9. Preserving of food



II Nature and Hobbies

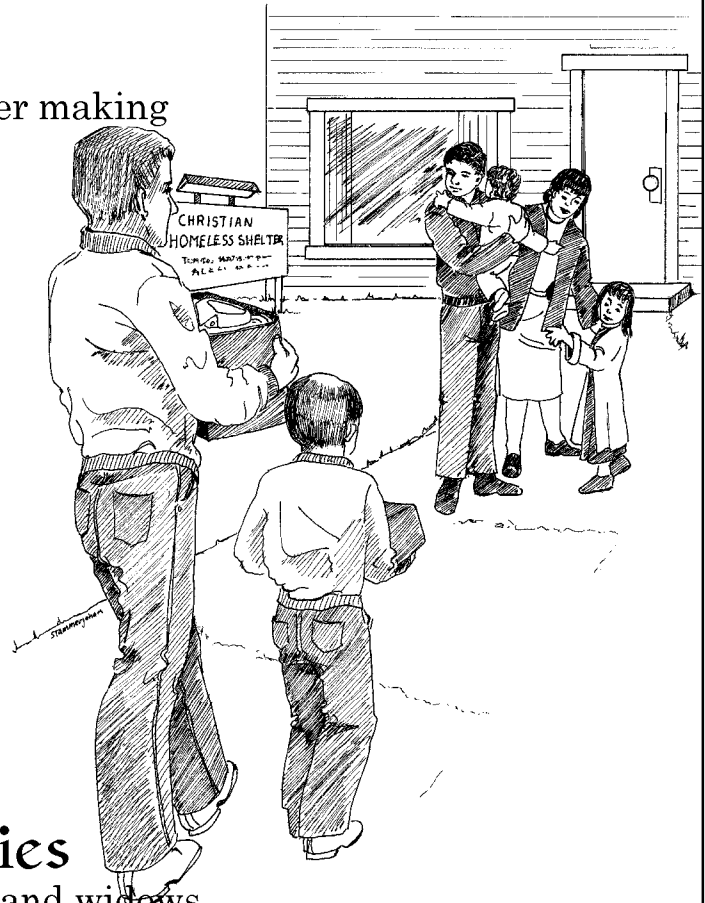
A. Nature

1. Bird study
2. Flower study
3. Insect study
4. Butterfly and moth study
5. Hiking and mountain climbing
6. Exploration
7. Camping
8. Star study
9. Herpetology
10. Mineralogy
11. Fungi study
12. Fern study
13. Conchology (branch of zoology dealing with mollusks)
14. Animal study
15. Canoeing
16. Weather study
17. Spelunking (cave exploring)
18. Orienteering

B. Hobbies

1. Photography
2. Sketching
3. Painting
4. Leaf-printing
5. Blue-printing

6. Pressing (flowers, leaves, etc.)
7. Waxing (for nature specimens)
8. Woodworking
9. Leathercraft
10. Radio
11. Drawing
12. Lettering and poster making
13. Music
14. Computers
15. Typing
16. Stamp collecting
17. Flower culture
18. Language study
19. Tailoring
20. Accounting
21. Basketry
22. Flower arranging
23. Journalism
24. Metal craft
25. Pottery
26. Weaving
27. Woodcarving



III Missionary Activities

1. Visiting fatherless and widows
2. Visiting the sick
3. Bible studies
4. Literature distribution (homes, cities)
5. Attending and helping with Bible studies
6. Visiting unbelieving neighbors
7. Public campaign evangelism
8. Organizing children's recreation
9. Neighborhood children's story
10. Scripture chorus
11. Singing bands
12. Prayer bands
13. Supplying food and clothing to the poor
14. Missionary letter writing
15. Missionary phone calling
16. Seeking out individuals with whom to pray

Lasting Treasures

“Fading is the worldling’s pleasure,
All his boasted pomp and show;
Solid joys and lasting treasure,
None but Zion’s children know.”

—John Newton



Work and Learn

As you and your student go to the field (or whatever work) together, carry your backpack and use the supplies found in it. As you begin to prepare to work, assign the student a lesson such as:

“Today as we pull these weeds think about your life, and, if you have a weed of sin, how it needs to be removed. Notice the ways to pull weeds and make the proper parallels. Find a Bible verse to illustrate. When we are through working you may write a report about it.”

Always have the student learn character lessons from his work activities.

“Let it be their [or your] aim to make their [or your] work as nearly perfect as human brains and hands can make it.”



Part III Recreation

“To everything there is a season, and a time to every purpose under the heaven” (Ecclesiastes 3:1).

“There is a distinction between recreation and amusement. Recreation, when true to its name, tends to strengthen and build up. Calling us aside from our ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure and is often carried to excess; it absorbs the energies that are required for useful work and thus proves a hindrance to life’s true success.”

What is the difference between recreation and amusement?

“The whole body is designed for action; and unless the physical powers are kept in health by active exercise, the mental powers cannot long be used to their highest capacity. The physical inaction which seems almost inevitable in the

schoolroom—together with other unhealthful conditions—makes it a trying place for children, especially for those of feeble constitution. Often the ventilation is insufficient. Ill-formed seats encourage unnatural positions, thus cramping the action of the lungs and the heart. Here little children have to spend from three to five hours a day, breathing air that is laden with impurity and perhaps infected with the germs of disease. No wonder that in the schoolroom the foundation of lifelong illness is so often laid. The brain, the most delicate of all the physical organs, and that from which the nervous energy of the whole system is derived, suffers the greatest injury. By being forced into premature or excessive activity, and this under unhealthful conditions. It is enfeebled, and often the evil results are permanent.”

What is the whole body designed for? Explain.

As much as possible have school outdoors.

“Children should not be long confined within doors, nor should they be required to apply themselves closely to study until a good foundation has been laid for physi-

cal development. For the first eight or ten years of a child's life the field or garden is the best schoolroom, the mother the best teacher, nature the best lesson book. Even when the child is old enough to attend school, his health should be regarded as of greater importance than a knowledge of books. He should be surrounded with the conditions most favorable to both physical and mental growth."

During what years of a child's life are the foundations laid?

Where is the best schoolroom?

Who should be his teacher?

What is the best lesson book?

"The child is not alone in the danger from want of air and exercise. In the higher as well as the lower schools these essentials to health are still too often neglected. Many a student sits day after day in a close room bending over his books, his chest so contracted that he can-

not take a full, deep breath, his blood moving sluggishly, his feet cold, his head hot. The body not being sufficiently nourished, the muscles are weakened, and the whole system is enervated and diseased. Often such students become lifelong invalids. They might have come from school with increased physical as well as mental strength, had they pursued their studies under proper conditions, with regular exercise in the sunlight and the open air.

"The student who with limited time and means is struggling to gain an education should realize that time spent in physical exercise is not lost. He who continually pores over his books will find, after a time, that the mind has lost its freshness. Those who give proper attention to physical development will make greater advancement in literary lines than they would if their entire time were devoted to study.

By pursuing one line of thought exclusively, the mind often becomes unbalanced. But every faculty may be safely exercised if the mental and physical powers are equally taxed and the subjects of thought are varied."

"He who continually pores over his books will find, after a time, that the mind has lost its freshness."

What can make the mind unbalanced?

What can balance the mind?

“Physical inaction lessens not only mental but moral power. The brain nerves that connect with the whole system are the medium through which heaven communicates with man and affects the inmost life. Whatever hinders the circulation of the electric current in the nervous system, thus weakening the vital powers and lessening mental susceptibility, makes it more difficult to arouse the moral nature.”

What lessens not only the mental but the moral power?

“Again, excessive study, by increasing the flow of blood to the brain, creates morbid excitability that tends to lessen the power of self-control, and too often gives sway to impulse or caprice. Thus the door is opened to impurity. The misuse or nonuse of the physical powers is largely responsible for the tide of corruption that is overspreading the world. ‘Pride, fullness

of bread, and abundance of idleness,’ are as deadly foes to human progress in this generation as when they led to the destruction of Sodom.

“Teachers should understand these things, and should instruct their pupils in these lines. Teach the students that right living depends on right thinking, and that physical activity is essential to purity of thought.

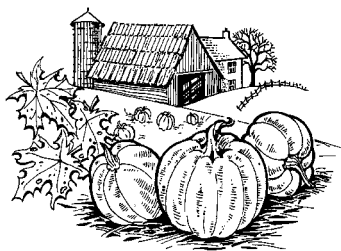
“The question of suitable recreation for their pupils is one that teachers often find perplexing. Gymnastic exercises fill a useful place in many schools; but without careful supervision they are often carried to excess. In the gymnasium many youth, by their attempted feats of strength, have done themselves lifelong injury.

“Exercise in a gymnasium, however well conducted, cannot supply the place of recreation in the open air, and for this our schools should afford better opportunity. Vigorous exercise the pupils must have. Few evils are more to be dreaded than indolence and aimlessness. Yet the tendency of most athletic sports is a subject of anxious thought to those who have at heart the well-being of the youth. Teachers are troubled as they consider the influence of these sports

both on the student's progress in school and on his success in after-life. The games that occupy so much of his time are diverting the mind from study. They are not helping to prepare the youth for practical, earnest work in life. Their influence does not tend toward refinement, generosity, or real manliness.

“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.

“Other athletic games, though not so brutalizing, are scarcely less objectionable because of the excess to which they are carried. They stimulate the love of pleasure and excitement, thus fostering a distaste for useful labor, a disposition to shun practical duties and responsibilities. They 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.



**See the section under,
Home School Education,
“Questions and Answers,”
page 5 for more details on
sports and competition.**

“As ordinarily conducted, parties of pleasure also are a hindrance to real growth, either of mind or of character. Frivolous associations, habits of extravagance, of pleasure seeking, and too often of dissipation, are formed, that shape the whole life for evil. In place of such amusements, parents and teachers can do much to supply diversions wholesome and life-giving.

“In this, as in all things else that concern our well-being, Inspiration has pointed the way. In early ages, with the people who were under God's direction, life was simple. They lived close to the heart of nature. Their children shared in the labor of the parents and studied the beauties and mysteries of nature's treasure house. And in the quiet of field and wood they pondered those mighty truths handed down as a sacred trust from generation to generation. Such training produced strong men.”

Reread the above paragraph!

“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.”

How is this age different from past ages?

“With the question of recreation the surroundings of the home and the school have much to do. In the choice of a home or the location of a school these things should be considered. Those with whom mental and physical well-being is of greater moment than money or the claims and customs of society, should seek for their children the benefit of nature’s teaching, and recreation amidst her surroundings. It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods.”

What should be considered when choosing a home or a location to teach your child?

“In lines of recreation for the student the best results will be attained through the personal co-operation of the teacher. The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship. It is true of men and women, and how much more of youth and children, that only as we come in touch through sympathy can we understand them; and we need to understand in order most effectively to benefit. To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom. In some schools the teacher is always with his pupils in their hours of recreation. He unites in their pursuits, accompanies them in their excursions, and seems to make himself one with them. Well would it be for our schools were this practice more generally followed. The sacrifice demanded of the teacher would be great, but he would reap a rich reward.”

What is the best gift a teacher can give a student?

“No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion. In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of care-taking will be encouraged; and the spirit of fellowship and co-operation developed will prove to the pupils a lifelong blessing.”

What kind of recreation brings the greatest blessing?

Name some other projects that will prove a blessing.

“So also a new interest may be given to the work of the garden or the excursion in field or wood, as the pupils are encouraged to remember those shut in from these pleasant places and to share with them the beautiful things of nature

“The watchful teacher will find many opportunities for directing pupils to acts of helpfulness. By little children especially the teacher is regarded with almost unbounded confidence and respect. Whatever he may suggest as to ways of helping in the home, faithfulness in the daily tasks, ministry to the sick or the poor, can hardly fail of bringing forth fruit. And thus again a double gain will be secured. The kindly suggestion will react upon its author. Gratitude and co-operation on the part of the parents will lighten the teacher’s burden and brighten his path.”

“Attention to recreation and physical culture will at times, no doubt, interrupt the regular routine of school work; but the interruption will prove no real hindrance. In the invigoration of mind and body, the fostering of an unselfish spirit, and the binding together of pupil and teacher by the ties of common interest and friendly association, the expenditure of time and effort will be repaid a hundredfold. A blessed outlet will be afforded for that restless energy which is so often a source of danger to the young. As a safeguard against evil, the pre-occupation of the mind with good is worth more than unnumbered barriers of law and discipline.”

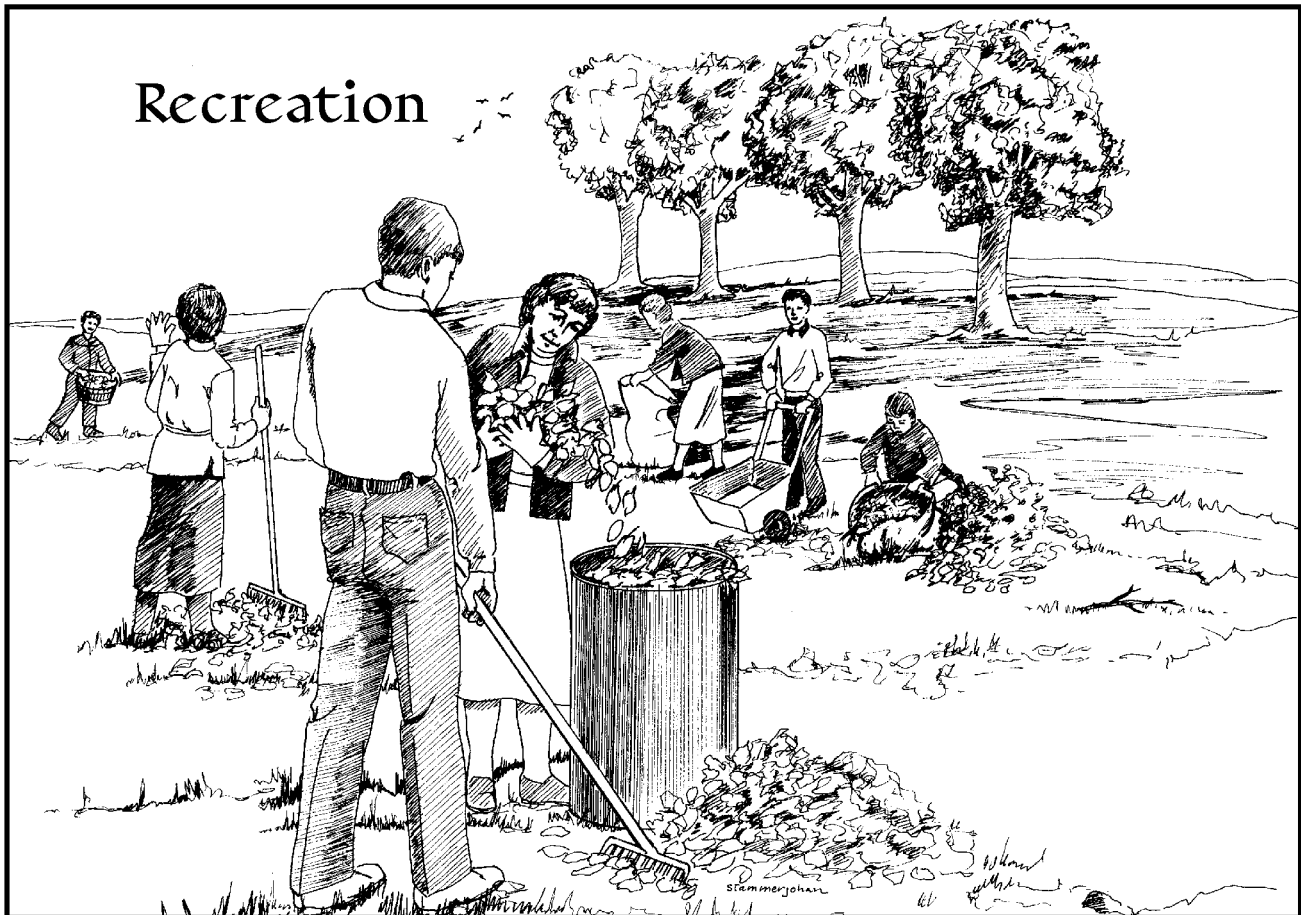
Reread the last paragraph!

Section III selections
were taken from the book
Education, pages 207-213.)

*“Thou wilt show me the path of life:
in thy presence is fulness of joy; at
thy right hand there are pleasures
for evermore”* (Psalm 16:11).

“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 recreation should not be scenes

of senseless mirth, taking the form
of the nonsensical. We can conduct
them in such a manner as will ben-
efit 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...The religion of Christ
is cheering and elevating in its in-
fluence. It is above everything like
foolish jesting and joking, vain and
frivolous chitchat. In all our seasons
of recreation we may gather from
the Divine Source of strength fresh
courage and power, that we may the
more successfully elevate our lives
to purity, true goodness, and holi-
ness.” (*My Life Today* 211)

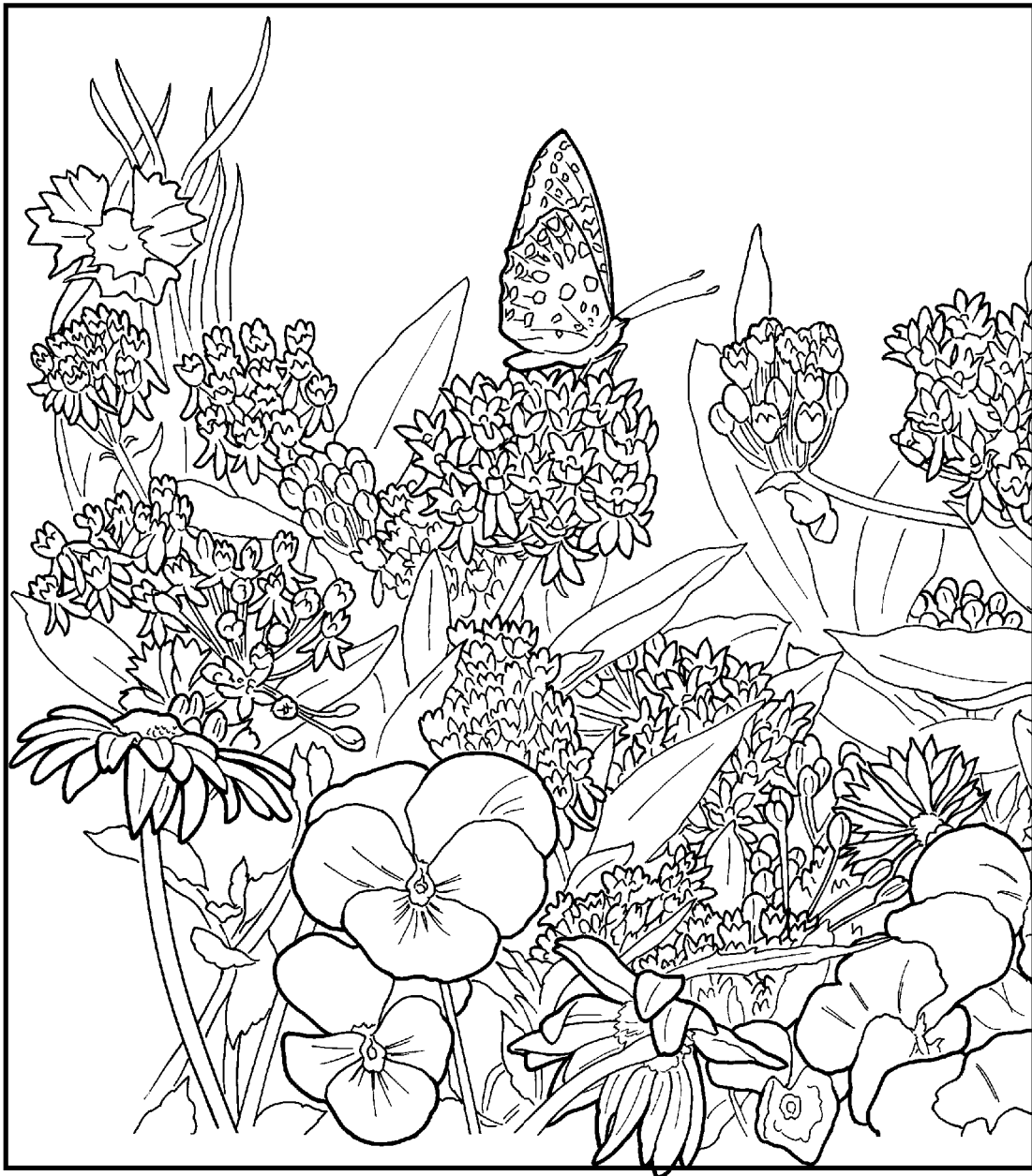


Fullness of Joy

Psalm 16:11

The path of life Thou showest me;
Of joy a boundless store
Is ever found at Thy right hand,
And pleasures evermore.

—Unknown



There are persons with a diseased imagination
to whom religion is a tyrant,
ruling them as with a rod of iron.
Such are constantly mourning over
their depravity and groaning over supposed evil.
Love does not exist in their hearts;
a frown is ever upon their countenances.
They are chilled with the innocent laugh
from the youth or from anyone.

They consider all recreation or amusement a sin
and think that the mind must be constantly wrought up
to just such a stern, severe pitch. This is one extreme.

“Others think that the mind must be ever on the stretch
to invent new amusements and diversions
in order to gain health.
They learn to depend on excitement,
and are uneasy without it.
Such are not true Christians.
They go to another extreme.

“The true principles of Christianity open before all a source
of happiness, the height and depth, the length and breadth
of which are immeasurable.
It is Christ in us a well of water
springing up into everlasting life.
It is a continual wellspring from which the Christian
can drink at will and never exhaust the fountain.”

“There is a distinction
between recreation and amusement.

Recreation, when true to its name,
re-creation, tends to strengthen and build up.
Calling us aside from our ordinary cares and occupations,
it affords refreshment for mind and body,
and thus enables us to return with new vigor
to the earnest work of life.

Amusement, on the other hand,
is sought for the sake of pleasure
and is often carried to excess;
it absorbs the energies that are required
for useful work and thus proves a hindrance
to life's true success.

Mind, Character, and Personality 313



Mark 4:29