

# ADMISSIONS

“And, behold, one came and said unto him, Good Master, what good thing shall I do, that I may have eternal life? And he said unto him, Why callest thou me good? [there is] none good but one, [that is], God: but if thou wilt enter into life, keep the commandments. He saith unto him, Which? Jesus said, Thou shalt do no murder, Thou shalt not commit adultery, Thou shalt not steal, Thou shalt not bear false witness, Honour thy father and [thy] mother: and, Thou shalt love thy neighbour as thyself. The young man saith unto him, All these things have I kept from my youth up: what lack I yet? Jesus said unto him, If thou wilt be perfect, go [and] sell that thou hast, and give to the poor, and thou shalt have treasure in heaven: and come [and] follow me.” (Matthew 19:16-21).

## **State of health**

“I have been instructed that in view of the trying nature of medical missionary work, those who desire to take up this line should first be thoroughly examined by competent physicians to ascertain whether or not they have the strength necessary to endure the course of study through which they must pass in the training school.” –*Counsels to Parents, Teachers and Students*, p. 473.

## **Preselection**

“There is a special work to be done for our young people by those bearing responsibility in local churches throughout the conferences. When the church officers see promising youth who are desirous of fitting themselves for usefulness in the Lord's service, but whose parents are unable to send them to school, they have a duty to perform in studying how to give help and encouragement.” –*Counsels to Parents, Teachers and Students*, p. 526.

“There is a great and grand work to be done. Some who are here may feel that they must go to China or other places to proclaim the message. These should first place themselves in the position of learners, and thus be tested and tried.” –*Life Sketches*, p. 374.

“What selection should we be able to make out of the numbers of our youth? How could we tell who would be the most promising, who would render the best service to God? In our judgment we might look upon the outward appearance, as Samuel did when he was sent to find the anointed of the Lord. When the noble sons of Jesse passed before him, and his eye rested upon the handsome countenance and fine stature of the eldest son, to Samuel it seemed that the anointed of the Lord was before him. But the Lord said to him, ‘Look not on his countenance, or on the height of his stature; because I have refused him: for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart.’ Not one of these noble-looking sons of Jesse would the Lord accept. But when David, the youngest son, a mere youth, was called from the field, and passed before Samuel, the Lord said, ‘Arise, anoint him: for this is he.’ (I Samuel 16:7, 12).

“Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God. They all need an education, that they may be fitted for usefulness, qualified for places of responsibility in both private and public life. There is a great necessity of making plans that there may be a large number of competent workers, and many should fit themselves as teachers, that others may be trained and disciplined for the great work of the future.” –*Counsels to Parents, Teachers and Students*, pp. 43, 44.

## **Preexamination**

“Students who, on coming to school, ask to be allowed to take the higher studies, should first be examined in the elementary branches. I was talking with a teacher in one of our conference schools, and he told me that some had come to this school with diplomas showing that they had taken some of the higher studies in other schools.

“‘Did you examine every such student,’ I inquired, ‘to find out whether he had received proper instruction in those branches?’

‘Why,’ said the teacher, ‘in all these cases we could not give the students full credit for the work done in the past, as represented by the diplomas. Their training even in the common branches had been very defective.’ And thus it is in many instances.

“Teachers should be careful to give the students what they most need, instead of allowing them to take what studies they choose. They should test the accuracy and knowledge of the students; then they can tell whether they have reached the heights to which they think they have attained.” –*Counsels to Parents, Teachers and Students*, pp. 215, 216.

### **Acceptance**

“The schools of the prophets were founded by Samuel to serve as a barrier against the widespread corruption, to provide for the moral and spiritual welfare of the youth, and to promote the future prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors.” –*Patriarchs and Prophets*, p. 593.

### **Graduation**

“Our schools have been established by the Lord; and if they are conducted in harmony with His purpose, the youth sent to them will be quickly prepared to engage in various branches of missionary work. Some will be trained to enter the field as missionary nurses, some as canvassers, some as evangelists, and some as gospel ministers. Some are to be prepared to take charge of church schools, in which the children shall be taught the first principles of education. This is a very

important work, demanding high ability and careful study.” –*Counsels to Parents, Teachers and Students*, p. 493.

“As a people who claim to have advanced light, we are to devise ways and means by which to bring forth a corps of educated workmen for the various departments of the work of God. We need a well-disciplined, cultivated class of young men and women in our sanitariums, in the medical missionary work, in the offices of publication, in the conferences of different states, and in the field at large. We need young men and women who have a high intellectual culture, in order that they may do the best work for the Lord. We have done something toward reaching this standard, but still we are far behind where we should be.

“As a church, as individuals, if we would stand clear in the judgment, we must make more liberal efforts for the training of our young people, that they may be better fitted for the various branches of the great work committed to our hands. We should lay wise plans, in order that the ingenious minds of those who have talent may be strengthened and disciplined, and polished after the highest order, that the work of Christ may not be hindered for lack of skillful laborers, who will do their work with earnestness and fidelity.” –*Counsels to Parents, Teachers and Students*, pp. 42, 43.

“When school closes, there is opportunity for many to go out into the field as evangelistic canvassers. The faithful colporteur finds his way into many homes, where he leaves reading matter containing the truth for this time. Our students should learn how to sell our books. There is need of men of deep Christian experience, men of well-balanced minds, strong, well-educated men, to engage in this branch of the work. Some have the talent, education, and experience that would enable them to educate the youth for the canvassing work in such a way that much more would be accomplished than is now being done. Those who have this experience have a special duty to perform in teaching others.

“The canvassing work is one of the Lord's appointed agencies for extending the knowledge of the truth for this time. The effort made in some schools to circulate Christ's Object Lessons has demonstrated what can be accomplished in the canvassing field by the students. The Lord has blessed the efforts put forth to relieve our schools from debt, and those who have engaged in the work have obtained an excellent experience. As they have taken up the work disinterestedly, great blessing has come to them. Many have thus gained a knowledge of how to handle our larger books.” —*Counsels to Parents, Teachers and Students*, pp. 546, 547.