




Ninth Decree
The Secret Place of the Most High

“He that dwelleth in the secret place of the most High shall abide under the shadow of the Almighty.” Psalm 91:1

Research – Odette Boily
November 2020



“He that dwelleth in the secret place of the most High shall abide under the shadow of the Almighty.

I will say of the LORD, He is my refuge and my fortress: my God; in him will I trust.

Surely he shall deliver thee from the snare of the fowler, and from the noisome pestilence.

He shall cover thee with his feathers, under his wings shalt thou trust.” Psalm 91:1-4

All Scriptures are from the King James Version

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- First Secret – Creation – Evolution – Marxism
 - Second Secret – True Education – False Education
Dark Ages – 325 AD – 538 – 1798 – 2020
 - Third Secret – True Education – 7th Day Sabbath
 - Fourth Secret – False Education – Sunday Observance
Senator Blair – Compact Education
 - Fifth Secret – Ye shall Know my Breach of Promise
 - Sixth Secret – Repairing the Breach
 - Seventh Secret – There is Hope

● First Secret – Creation – Evolution

● Creation – Descendants of the Creator of the Universe What the Creator says:

“In the beginning God created the heaven and the earth.” Genesis 1:1

“And God made the beast of the earth **after his kind**, and cattle **after their kind**, and every thing that creepeth upon the earth **after his kind**: and God saw that it was good.

“And God said, Let us make man in our image, after our likeness....
So **God created man in his own image, in the image of God created he him; male and female created he them.**” Genesis 1:25-27.
[Sixth day]

“For **in six days** the **LORD made** heaven and earth, the sea, and all that in them is, and rested the seventh day.” Exodus 20:9.

“Like the **Sabbath**, the **week originated at creation**, and it has been preserved and brought down to us through Bible history. God himself measured off the **first week as a sample for successive weeks to the close of time**.

Like every other, it consisted of **seven literal days**. **Six days** were employed in the **work of creation**; upon the **seventh, God rested**, and he then blessed this day, and set it apart as a day of rest for man.” Christian Education, 190.

● Evolution (1859) – Descendants of Great Apes What Evolutionists and Atheists say:

“What humans evolved from? Humans are one type of several living species of great apes. Humans evolved alongside orangutans, chimpanzees, bonobos, and gorillas. [Primates: Have no Tails]. All of these share a common ancestor **before about 7 million years ago.**”

<https://www.google.com/search?q=definition+of+evolution&oq=definition+of+evolution&aqs=chrome..69i57j0l17.7390j1j7&sourceid=chrome&ie=UTF-8>

“Darwinism is a theory of biological evolution developed by the English naturalist **Charles Darwin (1809–1882)** and others, stating that all species of organisms arise and develop through the natural selection of small, inherited variations that increase the individual's ability to compete, survive, and reproduce. Also called Darwinian **theory**, it originally included the broad concepts of transmutation of species or of **evolution** which gained general scientific acceptance after Darwin published ‘On the Origin of Species’ in 1859, including concepts which predated Darwin’s theories.”

<https://en.wikipedia.org/wiki/Darwinism#:~:text=Darwinism%20is%20a%20theory%20of,compete%2C%20survive%2C%20and%20reproduce>



● Why did Lucifer Resort to Evolution?

1. To Destroy the Creator's Crowning Act - Man's Creation
"In all the counsels of God, Christ was a participant, while Lucifer was not permitted thus to enter into the divine purposes [Creation - Redemption]. "Why," questioned this mighty angel, "should Christ have the supremacy? Why is He thus honored above Lucifer?"
The Great Controversy, 495

2. To Infiltrate and destroy Christianity with Atheism
"The fact of evolution is not only inherently atheistic [disbelief or lacking belief in the existence of God], it is inherently anti-theistic [disbelief in any deity]. It goes against the notion that there is a god. **Accepting evolution and science [together] tends to promote the acceptance of atheism.**There are many religious people who accept evolution. They are guilty of **cognitive dissonance [inconsistent beliefs]**, or at least of some kind of **watery deism.**"
<https://ffrf.org/publications/freethought-today/item/28552-evolution-and-atheism-best-friends-forever-jerry-coyne>

3. To Obliterate the Final Work of Judgment in the Most Holy Place
The Theory of Evolution (1859) appeared around the same time as the Advent Movement of 1844 and the establishment of the SDA church in 1863.
Charles Darwin 1809 - 1882 - E.G. White 1827 - 1915

● First Secret – Creation – Marxism

4. Marxism – Atheism through Karl Marx arose around the same time as Evolution and the Judgment Hour – Karl Marx 1818 – 1883

- Marxism is a social, political, and economic theory originated by Karl Marx, [1848] - which focuses on the struggle between capitalists and the working class.
- Marx wrote [Manifesto] that the power relationships between capitalists and workers were inherently exploitative and would inevitably create class conflict.
- He believed that this conflict would ultimately lead to a revolution in which the working class would overthrow the capitalist class and seize control of the economy.

Thus he thought that the capitalist system inherently contained the seeds of its own destruction, because the alienation and exploitation ...of the proletariat that are fundamental to capitalist relations would inevitably drive the working class to rebel against the bourgeoisie and seize control of the means of production.

This revolution would be led by enlightened leaders, known as the vanguard of the proletariat, who understand the class structure of society and who would unite the working class by raising awareness and class consciousness. As a result of the revolution, Marx predicted that private ownership of the means of production would be replaced by collective ownership, under communism or socialism."

● Why did Lucifer Resort to Marxism?

- To Destroy the Creator's Crowning Act - Man's Creation.
- To Infiltrate and destroy Christianity with Atheism.
- Obliterate the Final Work of Judgment in the Most Holy Place.
- "To Replace private ownership of the means of production by collective ownership under communism or socialism." Ibid.
- Russia (1922) and China (1949) are Socialist – Communist Republics
- USA – Capitalistic Republic – 1776
- France – Republican Government - 1792

Adam Weishaupt founded the Illuminati, 1776 – which taught to get rid of government and religion which resulted in the French Revolution

The peasants destroying the Monarchy.

<https://www.investopedia.com/terms/m/marxism.asp#:~:text=M%C3%A4rxi%20is%20a%20social%20C%20political%20and%20economic%20theory%20originated%20by,would%20inevitably%20create%20class%20conflict>

- **Second Secret – True Education – Creation - False Education - Evolution**
Dark Ages – 325 AD – 538 – 1798 – 2020

- **True Education – Based on Faith – Creation**

“God teaches by the enunciation of principles, or universal laws [Isaiah 28:9-11], and the [Holy] Spirit which comes by faith enlightens the senses that we may grasp the illustrations of these laws in the physical world. That is heaven's method of teaching the angelic throng, and it was the method applied before the fall.” Living Fountains or Broken Cisterns, 59, E. A Sutherland

- **True Education – Origin – Creation – Genesis 1**

“Through faith we understand that the worlds were framed by the word of God, so that things which are seen were not made of things which do appear.” Hebrews 11:3.

- **True Education**
Destroying False Education

- By teaching the Universal Laws which are found and expressed in the Bible and which are based on the physical, intellectual and spiritual planes. The Physical Laws Illustrate the Universal Laws enacted in the Creator's Word.
- This is the Only Way to destroy the strongholds of False Education – Restore True Education.

- **False Education – Philosophy – Papacy Origin**

"Philosophy is the account which the human mind, gives to itself of the constitution [laws of Creation] of the world.... All attempts, then, to account for the constitution of the world when a "thus saith the Lord," is refused, is philosophy. And philosophy is Plato.... [428-347 BC]But Platonism is the mind trying to account to itself for the constitution of the worlds....

That philosophy is now termed evolution, for evolution is man's way of accounting for the constitution of the world, and the creatures which inhabit it."

Living Fountains or Broken Cisterns, 105, 106, 113

● Second Secret – True Education – False Education – Papacy

● What Formed the Papacy

“Men departed from the simplicity of a Summary gospel by faith. Reason and scientific research took the place of faith in the Word. Education turned men's minds from God to self, and reason was exalted. The papacy was thus formed.

If we look for a **visible union of the church and the state** before recognizing it as the papacy, we shall find ourselves entrapped; for **it is the working out of a system of education based on human philosophy that forms the papacy**; and the body which adopts **this system of education naturally turns to the state for support.**

It is because of the truth of this statement that the papacy wields its influence through its schools; this is why it has always feared a revival of learning more than the combined forces of all the armies of the world. **A death-blow to the papacy can be struck only by introducing a system of education founded upon the teachings of Christ, placing God's Word as guide, and inspiring faith as the one avenue to wisdom.**”

Living Fountains or Broken Cisterns, 182-184

● Method of the Papacy in the Dark Ages

.... The development of the papacy led directly to the Dark Ages, for "the noontide of the papacy was the world's moral midnight." The papacy was the logical working out of an educational scheme; hence the moral darkness which spread over the world during the prophetic period of twelve hundred and sixty years was due to wrong methods of education.

People do not sink into degradation and sin when properly educated. Truth elevates, and, when embodied in man, brings him nearer to his Maker. Faith is the ladder by which he climbs, and when that element has been lacking in an educational system, the masses have sunk lower and lower.

Mind is a wonderful thing, the most profound study of the universe. It was designed to be free, to grasp the mighty laws of its own Creator, and a means was supplied by which that very thing could be done: "If any of you lack wisdom, let.. 'him ask of God,but let him ask in faith, nothing wavering."

In order to maintain the supremacy thus gained, it was necessary for the education of the young to lie wholly within the control of the papal hierarchy; and it is with their educational institutions and educational methods that we have now to deal....The study of the Dark Ages accentuate the importance of Protestants' maintaining their own schools, that the tendency now so strong in the other direction may receive a check.

The education begun in the schools of the early Christians has been followed into the monastic institutions of the Middle Ages. The life and power of Christianity departed, and form alone remained.

It has been said that "paganism in the garb of Christianity walked into the church," and it can truthfully be added that it gained admittance through the schools." Ibid.

● Second Secret – True Education – False Education – Dark Ages

"In order to trace carefully the education ' offered by the papacy, –and that comprised all that was then offered, –the first quotations are concerning primary instruction. Laurie says: "Instruction began about the age of seven.

The alphabet, written on tables or leaves, was **learned by heart** by the children, then syllables and words. The first reading-book was the Latin Psalter, and this was read again and again until it could be **said by heart**; and numerous priests, and even monks, were content all their lives with the mere sound of Latin words, **which they could both read and recite, but did not understand.**"

Note carefully that work for these children was almost **wholly memory work**. They were to learn by heart and to **repeat without understanding**. This was the **first step in that great system which binds the minds of the masses to the will of one sovereign mind.**

"Writing followed." "The elements of arithmetic were also taught, but merely with a view to the calculation of church days and festivals....

...Latin was begun very early (apparently immediately after the psalter was known), with the learning by heart of declensions and conjugations and lists of vocables. The rule was to use Latin in the school in conversing.... In the eleventh century, if not earlier, Latin conversation-books. . . . were not only read, but, like everything else, learned by heart." Their method of studying Latin emphasizes the thought of the formal abstract way of teaching, which tended to conservatism and 'mental subjection.

"Memory is the faculty that subordinates the present under the past, and its extensive training develops a habit of mind that holds by what is prescribed, and recoils from the new and untried. In short, the educational curriculum that lays great stress on memorizing, produces a class of conservative people"

The papal schools employed methods which, in themselves, in the course of a few generations would develop dependent rather than independent thinking; therefore methods are as important as the subject taught.

...If, in the mind of the reader, the question arises, Why should the papal schools teach such things? simply consider that the whole system of papal theology was intended to make the people feel that the world was the center of the universe, and that the pope was the center of the world. Christ and his position in creation were usurped by the head of the church. **THIS WAS THE PAPACY.**

This could be brought about only by education, and could be maintained only as generation after generation was taught from infancy to old age to place faith in man, not God. Not only the subjects taught, but the manner of teaching them, served well the purpose of the papacy."

Living Fountains or Broken Cisterns, 184, 185, 192, excerpts.

Have our own schools seen the necessity of breaking away from some of those relics of the educational system of the Dark Ages?

Third Secret – True Education – 7th Day Sabbath – Connection

“The importance of the Sabbath as the memorial of creation is that it keeps ever present the true reason why worship is due to God,” because he is the Creator, and we are his creatures. “The Sabbath therefore lies at the very foundation of divine worship; for it teaches this great truth in the most [important] impressive manner, and no other institution does this. The true ground of divine worship, not of that on the seventh day merely, but of all worship, is found in the distinction between the Creator and his creatures. This great fact can never become obsolete, and must never be forgotten.”

It was to keep this truth ever before the minds of men, that God instituted the Sabbath in Eden; and so long as the fact that he is our Creator continues to be a reason why we should worship him, so long the Sabbath will continue as its sign and memorial. Had the Sabbath been universally kept, man’s thoughts and affections would have been led to the Creator as the object of reverence and worship, and there would never have been an idolater, an atheist, or an infidel.

The keeping of the Sabbath is a sign of loyalty to the true God, “him that made heaven and earth, and the sea, and the fountains of waters.” It follows that the message which commands men to worship God and keep his commandments, will especially call upon them to keep the fourth commandment.”

The Great Controversy, 437.

- Connection True Education – 7th Day Sabbath
- Make sure the people fall in love with the Creator of the 7th Day Sabbath by:
- Teaching them Creation in Genesis 1 and 2
- Identifying all the Universal Laws in Genesis 1
- Comparing them to the Physical Laws of Sciences – Astronomy – Physics – Chemistry – Mathematics and more – www.144000teachers.org/library/
- Teaching the Hebdomad – Mazzaroth
- Teaching the Biblical Calendar in Leviticus 23, 25 – The Wheel within the Wheel – Fourth Decree
- Teaching the 4th Commandment
- Teaching when to observe the 7th day and all the Feasts of Leviticus 23 – www.144000teachers.org/library/
- Make sure they know and understand this quote – GC 437
- True Education leads to observe the Creation Sabbath
- Any more suggestions?

● Fourth Secret – False Education – Sunday Observance – Connection Senator Blair – 1888 – Global Compact on Education – 2020

● What Have We Learned from History?

I. “If we look for a visible union of the church and the state before recognizing it as the **Papacy**, we shall find ourselves entrapped; for it is the working out of a **system of education based on human philosophy** that forms the **papacy**; and **the body which adopts this system of education naturally turns to the state for support.**”

Living Fountains or Broken Cisterns, 183

II. “**Marxism** is a social, political, and economic theory originated by **Karl Marx**, which focuses on the **struggle between capitalists and the working class**...this would inevitably create class conflict. He believed that this conflict would ultimately lead to a **revolution in which the working class would overthrow the capitalist class and seize control of the economy.**”

Marxism = Socialism = Communism = Atheism

<https://www.investopedia.com/terms/m/marxism.asp#:~:text=Marxism%20is%20a%20social%2C%20political%2C%20and%20economic%20theory%20originated%20by,would%20inevitably%20create%20class%20conflict.>

● Social Justice Warrior

III. A. United Nations. “Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social warriors aim to open the doors of access and opportunity for everyone, particularly those in greatest need.” March 24, 2016

B. “A social justice warrior, or SJW, does not necessarily strongly believe all that they say, or even care about the groups they are fighting on behalf of.” Oct 7, 2015

C. “The accusation that somebody is an SJW carries implications that they are pursuing personal validation rather than any deep-seated conviction, and engaging in disingenuous arguments.”

[https://en.wikipedia.org/wiki/Social_justice_warrior#:~:text=Social%20justice%20warrior%20\(SJW\)%20is,%2C%20civil%20rights%2C%20and%20multiculturalism.&text=The%20phrase%20originated%20in%20the,engaged%20in%20social%20justice%20activism.](https://en.wikipedia.org/wiki/Social_justice_warrior#:~:text=Social%20justice%20warrior%20(SJW)%20is,%2C%20civil%20rights%2C%20and%20multiculturalism.&text=The%20phrase%20originated%20in%20the,engaged%20in%20social%20justice%20activism.)

● Fourth Secret – False Education – Sunday Observance – Connection Senator Blair – 1888 – Global Compact on Education – 2020

● Senator Blair – Education and Sunday Law

Education – Sunday Legislation – Planned or Coincidence?

“Through the 1880s, Senator Henry Blair (R-NH) pushed the GOP [Grand Old Party] to continue its efforts in the South. To that end, he introduced an ambitious plan to provide millions of dollars in **federal aid** to southern primary and secondary schools [which were **locally sponsored** schools]. Blair’s bill never became law despite passing in the Senate on three separate occasions.”

<https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=2396&context=lcp>

“**The Christian lobby came to Capitol Hill in a big way in 1888. The running conflict led to a showdown on December 13 in the public reception room of the U.S. Senate. The room was crowded for a hearing on a bill proposed to support “a nation’s Sabbath,” held by the Committee on Education and Labor, chaired by Senator Henry W. Blair, Republican from New Hampshire. The ensuing debate over the measure, to be sure, revolved around the First Amendment and the proper relationship between church and state, but influences deeper still generated its energy.**”

<http://libertymagazine.org/article/a-clash-of-millennialisms-on-capitol-hill>

● Are we repeating History? Compact on Education

Global Compact on Education – Vatican Looking beyond

– On Thursday 15 October 2020 at 2.30 p.m. (Rome) Pope Francis will [did] once again address the theme of education, which is central to his teaching and dialogue with the world. He will [did] do so with a video message, which is both a summary - of what was suggested on the theme during his pontificate - and a programme: because, as Francis has repeatedly said, "to educate is an act of hope".

At the end of the Message, Pope Francis will [did] suggest that all people of good will join the Global Compact on Education, a pact to encourage change on a global scale, so that education may become a creator of fraternity, peace, and justice. An even more urgent need in this time scarred by the pandemic.”

<https://www.educationglobalcompact.org/en/>

● Fourth Secret – False Education – Sunday Observance – Connection Senator Blair – 1888 – Global Compact on Education – 2020

● What Have We Learned from History?

“Following the presidential election of 1876, the Republican Party’s political prospects in the South dwindled as federal troops withdrew and state governments were “redeemed” by resurgent Democrats. Republicans now faced a choice: work to cobble together a coalition of Freedmen and disaffected Democrats, or focus on building support in states outside of the ex Confederacy.

Through the 1880s, Senator Henry Blair (R-NH) pushed the GOP [Grand Old Party] to continue its efforts in the South. To that end, he introduced an ambitious plan to provide millions of dollars in **federal aid** to southern primary and secondary schools [which were **locally sponsored** schools].

Blair’s bill never became law despite passing in the Senate on three separate occasions. Unlike all other civil rights proposals in the post-war era, however, Blair’s bill won support from a biracial, bipartisan, intersectional coalition of northerners and southerners. During the Redemption years, the Republican Party’s approach to two questions – whether to provide **federal funds to public schools?**, and if so, how best to do so? – demonstrates how its members judged the party’s political future in the former – Confederate states. Some did not believe the...

● Senator Blair – 1880’s – Education

...party had a future in the South, and they were unreliable allies of federal aid.

Others believed that the GOP could be a truly “national” party, and **supported public schools as a way to appeal to Freedmen and economically disadvantaged whites**. With those two groups incorporated into the GOP, these Republicans argued, **the party could be viable in the South over the long term**.

Education provided an opportunity for the Republican Party because it occupied the minds of Freedmen and reformers even before the war ended.”

The Blair Education Bill: A Lost Opportunity in American Public Education - September 27, 2016, https://cpb-us-e1.wpmucdn.com/sites.usc.edu/dist/2/77/files/2018/01/Blair_bill-15u43mp.pdf

“One of the most controversial questions which has beset the advocates of **federal aid** for the primary and secondary schools of the country has been whether nonpublic schools should be aided, and if so by what procedure and to what degree. The political record of the attempts to secure federal aid for primary and secondary education indicates rather clearly the nature and extent of these difficulties.” Religion and Federal Aid to Education, William A. Mitchell

<https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=2396&context=lcp>

● Fourth Secret – False Education – Sunday Observance – Connection Senator Blair – 1888 – Global Compact on Education – 2020

● What Have We Learned from History?

“The Christian lobby came to Capitol Hill in a big way in 1888. And that meant that the nation’s lawmakers were certain to hear from the “counter-lobby” spearheaded by the American Sentinel magazine as well. (The Sentinel was the precursor to Liberty magazine.) As discussed in part 1 of this series, the main purpose of that periodical since its launch just two years before in Oakland, California, had been to resist the efforts of Protestant activists to marshal the power of the **federal government** in support of their standards of morality.

The running conflict led to a showdown on December 13 in the public reception room of the U.S. Senate. The room was crowded for a hearing on a bill proposed to support “a **nation’s Sabbath,**” **held by the Committee on Education and Labor, chaired by Senator Henry W. Blair, Republican from New Hampshire.** The ensuing debate over the measure, to be sure, revolved around the First Amendment and the proper relationship between **church and state**, but influences deeper still generated its energy. It was a clash of millennialisms, differing visions of how the message of judgment and hope in biblical prophecy should guide Christian action in American democracy. With the American Sentinel’s founding editor, Joseph H. Waggoner, dispatched to a new assignment in Europe by the periodical’s parent organization, the Seventh-day Adventist Church, it fell to one of the young coeditors, **Alonzo T. Jones...**

● Senator Blair – 1888 – Education – Sunday Law

...to make the case in Washington against the national Sunday observance law being considered by the Fiftieth Congress of the United States. Jones would in fact become a principal spokesperson against the formidable forces arrayed in support of the proposed bill [and he defeated it].

Sabbathbreaking, intemperance, impurity, and gambling constituted the “Big Four” issues on the agenda of a loose alliance of reform organizations and interest groups whose efforts to bring the power of the federal government to bear on those evils began gaining momentum in the 1880s... The work of the National Reform Association, the most significant catalyst for the Christian lobby of the late nineteenth century, had since its origin in 1863 been directed at the heart of the American national identity. Organized as the National Association for the Amendment of the Constitution, it opposed the secular character of the U.S. Constitution and sought to change it with an amendment acknowledging the sovereignty of Christ over the nation....

...The parallel with the fourth century [was] the deepest source of Jones’s opposition to the Sunday law. He saw it, and the entire agenda of the Christian lobby, as accelerating an American transition from republic to empire, similar to that of ancient Rome. This view of history, placed in a broader frame of meaning through the apocalyptic prophecies of the Bible, motivated Jones and his fellow Adventists to counter the postmillennial zeal of the Christian lobby.” <http://libertymagazine.org/article/a-clash-of-millennialisms-on-capitol-hill>

● Fourth Secret – False Education – Sunday Observance – Connection Senator Blair – 1888 – Global Compact on Education – 2020

● What Have We Learned from History?

1. Was education ever to be legislated by federal or world civil and church governments combined?

“The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime. As an illustration of its principles a model school was established in Eden, the home of our first parents. 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.” Education, 21.

2. Who decides what is the Curriculum of a Global World System of Education?

“The laws and operations of nature, and the great principles of truth that govern the spiritual universe, were opened to their minds by the infinite Author of all.” Education, 22.

3. Is it in line with the Principles of True Education?

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized – this was to be the work of redemption. This is the object of education, the great object of life.” Education 15.

● Education and Sunday Law – Connection

4. Are Education and Religion connected?

- True education leads to 7th day sabbath
- False education leads to Sun-day keeping

5. Will Global Compact Education be mandatory?

- As the movement takes more and more amplitude, it will be declared mandatory.

6. If not followed, will Global Compact on Education involve fines, imprisonment – precedent with homeschoolers – courts of law?

- History says so.



- Fifth Secret – Ye shall Know my Breach of Promise

“Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.”

Colossians 2:8

"Never has the world seen such an enduring system as the papacy [Roman Catholic Church]. Patterned so nearly after the truth of God, and resembling so closely, both in church government and educational principles the plan delivered to the chosen nation, that only an expert, guided by the Spirit of truth, could judge between the true and the counterfeit; it had, as had the Jews before them, replaced the life by the mere form.... So firmly laid was the foundation, and so substantially built were the walls, that for centuries it baffled all attempts at overthrow...."

This structure had as its foundation an educational system; the mortar which held the bricks in the wall was its educational methods, and should the building fall, the foundation itself must be attacked."
Living Fountains or Broken Cisterns, 215

The only way to overthrow the papacy is to destroy its:
Foundation = its Educational System
Mortar which holds the Bricks together = its Methods.

Sixth Secret – Repairing the Breach – One Universal Law at a Time!

A. **Foundation = Educational System** of the Papacy is based on: **Physical Laws** to prove or establish false **Universal Laws** like **Evolution** or the **Flat Earth theory** using the **Pagan Philosophy** of Plato, Aristotle and other Greek philosophers which were instructed in **Alexandria, Egypt**. Thus repeating the falsehood of Babylon which was brought to **Rome**
= **Pagan/Papal Rome**

Mortar of the Bricks = Methods of instruction - physical and intellectual planes to prove the spiritual plane

B. **How to bring the building down - Papacy - Modern Egypt/Babylon?**

The foundation itself must be attacked - **Educational System of the Papacy**

The Mortar of the Bricks must be grounded down - **Methods of instruction**

C. **Answer: By teaching the UNIVERSAL LAWS** which are found and expressed in the **BIBLE** and which are based on the **PHYSICAL, INTELLECTUAL** and **SPIRITUAL** planes. The **Physical Laws** illustrate the **Universal Laws** enacted in the **Creator's Word!**

This is the **Only Way** to destroy the strongholds of **False Education** - **Restore True Education!**

"It has been stated before that **God teaches by the enunciation of principles, or universal laws, and the [Holy] Spirit** which comes **by faith enlightens the senses** that they may grasp the illustrations of these **laws in the physical world**. That is **heaven's method** of teaching the angelic throng, and it was the **method applied before the fall.**"

Living Fountains or Broken Cisterns, Page 59

First day of Creation:

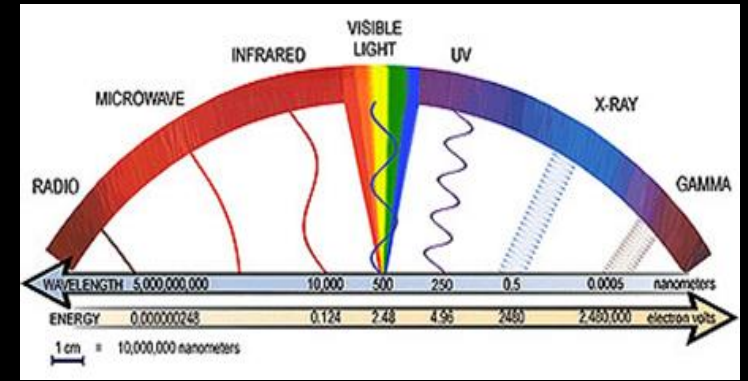
“In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.

And God said, Let there be light: and there was light.”

Genesis 1:1-3

White = Total of all Colors

Black = Absence of them All



- Spiritual – Universal Laws

- Physical – Nature Laws – Applied Sciences

“Christ said: I am the Light of the world: he that followeth me shall not walk in darkness, but shall have the light of life.” John 8:12

“Christ the power of God, and the wisdom of God.”

1 Corinthians 1:24

- A triangular prism dispersing a beam of white light.

The longer wavelengths (red) and the shorter wavelengths (blue) are separated.

https://upload.wikimedia.org/wikipedia/commons/f/f5/Light_dispersion_conceptual_waves.gif

- Applied Sciences:
- Astro-Physics
- Physics
- Spectroscopy
- Chemistry
- Mathematics

Periodic Table of the Elements

● Sixth Secret – Repairing the Breach – Anatomy – Physiology – Sanctuary

"The **brain nerves [12 Pairs]** which are **connected** to the **5 senses** and the **body nerves [31 pairs]**, and which **communicate** with the entire system [**11 systems**] are the **only medium** through which **heaven** was to **communicate** with man and affect his inmost life." Education p. 209

The Designer of the human brain and its **twenty-four nerves (12 pairs)** had a special way of **communicating** with man at his creation **but** when man chose to serve another master, this communication system was **sabotaged** by the enemy. But the Chemist of the mind offers a **plan to restore** the communication through the brain nerves and still fulfill His glorious purpose in the **education** of the human race.

In order to establish this important plan, **3 major aspects** must be considered:

A. **Why** was man created and how was His Maker communicating with him?

B. **What** were the consequences of his **separation** from His Maker?

C. **What** is His plan of restoration?

"In order to understand what is comprehended in the work of **education**, we need to consider both the **nature of man** and the **purpose of God** in creating him. We need to consider also the **change in man's condition** through the coming in of a **knowledge of evil**, and **God's plan** for still fulfilling His glorious purpose in the **education** of the human race." Education, p. 14

- God endowed man with so great vital force that he has withstood the accumulation of disease brought upon the race in consequence of perverted habits, and has continued for six thousand years.
- This fact of itself is enough to evidence to us the strength and electrical energy that God gave to man at his creation.
- It took more than two thousand years of crime and indulgence of base passions to bring bodily disease upon the race to any great extent.
- If Adam, at his creation, had not been endowed with twenty times as much vital force as men now have, the race, with their present habits of living in violation of nature law, would have become extinct." Testimonies Vol. 3, p. 138, 139

● Sixth Secret – Repairing the Breach – Sanctuary

I. Why man was created?

- Man was to resemble God in character
- Man was to be sovereign of the earth
- Man's character was to be developed through the exercise of choice
- Man's will was to govern his body through the brain nerves
- Man's mind was designed with two distinct centers
- Man was to communicate with God through the higher center of the mind
- Man was to be a living temple

II. Consequences of Man Separation from God

- Man became the habitation of demons
- Man's faculties were perverted
- Man's lower nature rules the higher
- Man sinful mind is characterized by selfishness
- Man inherits a sinful nature

III. Solutions to renew the connection with Our Designer

- Our Advocate chose to accept a fallen human nature but not its perversion of character – He was affected by sin but never was He infected by it
- Our Savior overcame by uniting His will with His Heavenly Father's will
- Man may overcome by uniting his will with His Heavenly Father's will
- Man's lower nature is to be in subjection to the new higher nature
- Revival and Reformation means temperance: the only way to real victory
- Sanctification is a process of a lifetime: the work of the Early Rain
- Supreme Love is the great binder

Seventh Secret – There is Hope – Sanctuary

Upon **the consent of man**, the Holy Spirit, working through man's will, **revitalizes** his whole being and through the 24 brain nerves initiates a process which gradually brings about the restoration of all man's faculties to functional harmony: "Pray that the mighty energies of the Holy Spirit, with all their quickening, recuperative, and transforming power, may fall like an electric shock on the palsy-stricken soul, causing every nerve to thrill with new life, restoring the whole man from his dead, earthly, sensual state to spiritual soundness." Testimonies, Volume 5, 267.

The faculties of the mind themselves (intellect, conscience, reason) **are not** supernaturally restored to sinless perfection, but rather are, through the channels of man's own will, so completely **subjected to the Holy Spirit**, that they no longer function as before under their own perverted inclinations.

When the **AGAPE LOVE** becomes the motivating power of man's life, the beautiful character of the Heavenly Father is being restored in him.

The process of this complete new way of thinking and acting takes time. Throughout man's entire life, he has to choose to remain totally dependent upon the Holy Spirit which supplies him with the motivation and the power...

...necessary to bring the lower power of his nature, (passion, appetite, desire), into subjection to the Spirit-directed higher power (intellect, conscience, reason).

This revival must be followed by a daily reformation: by **submitting** to the Holy Spirit through prayer, study and meditation on the Word of God, faithfully obeying the 8 Laws of Health, and using natural remedies to help cleanse the body and the brain.

Then Christ will **remove the knowledge of evil – the character of Satan** from us in the Most Holy Place by removing the **records of sin** and when **probation closes**, a short while before His appearing, we shall be like Him. **Character is not changed** at His coming: only the body is transformed to become incorruptible. It is **now** that we must receive the **Mind of Christ**.

The **life of our Savior** is an evidence that such transformation is possible. Christ took our sinful nature in its fallen condition (**affected by sin**), meeting and overcoming temptation through the power of the Holy Spirit (**not infected by sin**), just as man must. The Savior's experience is an example of the manner in which God intends to bring about the transformation of man's life.

www.numbers1317.org – Files on Brain Nerves

“The last great conflict between truth and error is but the final struggle of the long-standing controversy concerning the law of God.

Upon this battle we are now entering, – a battle between the laws of men and the precepts of Jehovah, between the religion of the Bible [True Education] and the religion of fable and tradition [False Education].” The Great Controversy, 582

Final Battle Between True and False Education – The Day of Rest The Day when the Creator Rests His Case and the Case of His People

“For six thousand years creation has groaned, waiting for our redemption. The completion of the plan draws nigh, and for the final struggle everything is now assuming an intensity never before seen.

Principles of truth, for centuries hidden, or known only in part, will again shine forth in their original splendor. The wisdom of the ages will be manifest in the closing era of the world's history. True, this wisdom will often appear but "foolishness" in the eyes of those who oppose truth; but spiritual things are spiritually discerned, and the Spirit of the Holy One will once more move over the whole earth, taking up its abode in those hearts which beat in unison with the strains of heaven. [True] **Christian education binds earth to heaven.**

The wise in heart will return to the God-given system of education, choosing "the fountains of living waters" instead of hewing "them out cisterns, that can hold no water." Living Fountains or Broken Cisterns, 414, 415