



## Adventist Philosophy of Social Studies

A Christian philosophy of social studies affirms that historically God has always existed. His creation of this world marked the beginning of human history in time and space. Furthermore, the biblical perspective strongly suggests that God is exercising a continuing role in the affairs of earth's men and women, and in the universe. The study of history therefore includes a search for explanations concerning the origins, purpose and destiny of the universe and earth's people as determined by God.

Clearly the Christian view of history is theologically oriented. An understanding of reality must take into account the effects of sin in human history. Therefore as a record of human activity, history may be interpreted as a witness of distorted social conditions, corrupted exercise of power, and disruption in human affairs, and abuse of earth's resources.

The Christian view of social studies gives him the responsibility to care for the needy and to be of service to the community (Matthew 25:34-46). In pursuing their tasks, Christians are confronted with all kinds of injustice which must be addressed creatively (See Deuteronomy 46-16:18-20).

The Holy Spirit, who works through many avenues, can influence the actions of humanity, and men and women can do a good deal to change the course of events, either positively or negatively. Therefore students are encouraged to recognize and evaluate their own social, cultural, moral and religious values and be aware and respect the value position of other people.

The Holy Scripture recognizes the family as the basic unit in earth's society (Genesis 2:24) giving the Christian the responsibility to develop the necessary skills, values, knowledge, flexibility and competence in the management of Christian family lifestyles and well being as an additional value to the community.

Finally, the fragile ecosystem of the planet will be restored when God recreates it (Revelation 21:1). For the present, the Christian view of ecology is to appreciate not only the aesthetic beauty, but

also the need to live in harmony with the laws God has established. Students are taught to wisely manage the environmental resources, to maintain the quality of the natural environment as he promotes the physical and spiritual welfare of man in that environment.



**SOCIAL STUDIES**

**Adventist Rationale for Social Studies**

"We need to study the working out of God's purpose in the revelation of things to come, that we may estimate at their true value things seen and things unseen; that we may learn what is the true aim of life; that, viewing the things of time in the light of eternity, we may put them to their truest and noblest use. Thus, learning here the principles of His kingdom and becoming its subjects and citizens, we may be prepared at His coming to enter with Him into its possession. . .

Of no study is this true to a greater degree than of history. Let it be considered from the divine point of view" (*Education*, 238)

Seventh-day Adventists believe that "the Bible reveals the true philosophy of history". (*Education*, 173) God has always worked actively in the affairs of man to reach His ultimate goal to restore the image of God in man.

This *supplement* presents a view of social studies which demonstrates God's unique involvement in the history of mankind. He is the Creator and Sustainer of the universe. He is the Guiding Hand in history. He is the Father of the brotherhood of all mankind. Students are encouraged to think critically and make informed, reasoned decisions as citizens in a global society and independent world, in order to prepare them for service in this world and citizenship in the world to come.

Understanding of human affairs both in the family and the larger community leads the students to identify the roles humans play in managing human and natural resources. It is imperative that students should learn in social studies the rudiments of governance while recognizing God's leadership and ownership.

This social studies *supplement* includes the teaching of values. The values of personal and corporate integrity, ethics, morality, and responsibility derive from individual belief systems which affect the way we behave both privately and publicly. Re-



spect, tolerance, fairness, honesty, and cooperation are values which affect the way in which individuals and

groups interact. It is therefore important that students study history as a vehicle to understanding their own choices in the light of their world view. Then they can decide to participate actively and positively in shaping history.