





## Response Questions:

1. If this lesson tonight was clear to you and you understand that the little horn of Daniel is the Papal system, put a check in Box #1.
2. If deep in your heart you feel that you do not want to be deceived by this power, and that you want to heed the warning God has sent in Daniel 7, put a check in Box #2

days, one that mixes true and false religion and then claims to be the true religion, it is imperative that we test every truth by the word of God.

Please read the second paragraph in the introduction in a very compassionate voice to your students before you proceed into this lesson. Let them know that you care for them and are concerned that they understand clearly what Scripture is saying.

## Question 3

Do a quick review of outline prophecy, reviewing with them what you studied in Lesson 1 on the basic principle of interpreting the book of Daniel.

## Question 4

You should move fairly rapidly through the four beasts in your presentation. The focal point of this lesson is the little horn. It is important to verify the timing of the little horn's arrival based on its place in the sequence of nations, but you do not need to spend a lot of time on each of the four beasts, since you have basically covered these four posers in the lesson on Daniel 2.

## Question 9

Make certain the sequence is very clear in the minds of your students at this point. Prophecy has portrayed the panorama of nations: Babylon, Medo-Persia, Greece, and Rome. Rome divides into ten parts, after which comes the little horn. The little horn's placement and rise would thereby be sometime after 476 A.D. when the ten divisions of the Roman Empire have arisen.

### **Question 11**

As you go through the various identifying marks, stick to the Biblical description of the little horn at this stage. Only after you have listed all the identifying marks, should you turn to the exhibit and begin the step-by-step account of how the Roman Church meets every mark of identification. At this point in the lesson you should not even identify the Roman Church as the power mentioned here. Stick to the Biblical definitions of the power.

### **Question 12**

By comparing Revelations description of the beast which is the same power as the little horn of Daniel, you are able to arrive at an understanding of the 1260 years. Review the day-for-a-year principle with your students at this point so that they clearly understand that a day in prophecy equals one literal year.

### **Question 13**

We now move into Revelation's description of the beast power. The purpose of giving both Daniel and Revelation's description of the power here is to make it very clear to people that this description of the papacy as the little horn is not built on just a small, isolated passage in Scripture, but that the overwhelming evidence in both Daniel and Revelation is that this is the mighty antichrist power.

### **Point A**

While the source of the beast's authority is the devil himself, it should be pointed out to the students that the power doesn't claim the devil is working through it.

The power may even claim that God is working through it. But God draws aside the curtain and lets us know that this power that mixes the

mark of identification that clearly delineates this power as the beast of Revelation 13.

### **Return to Lesson, Question 14**

Having clearly identified the beast power now, use the next few questions to lead into your appeal. Again express compassion and concern for people who are deceived by this system, but in no way justify what the system has done. Stress the importance of our not being deceived by this power. God does not want us deceived by this power. That's why in love He has sent this message.

### **Question 15**

Many of your people may be disturbed by what you have just revealed to them. Let them know they're not alone. Daniel himself was disturbed about this vision. He was greatly troubled.

Let them know it's all right to be troubled, but that they need to search and check out what you've said to make certain that it's true from the Word.

If God in love has given us this message, we must not turn a deaf ear.

Again let your students know that you are available to talk with them about it. Let them know of your concern in helping them clearly understand the deceptiveness of this power.

### **Question 16**

Again remind your students that God has sent this message in love.

## Point C

“[Headlines] Mussolini and Gasparri Sign Historic Roman Pact. . . Heal Wound of Many Years. . .

Rome, Feb. 11 (AP)—The Roman question tonight was a thing of the past and the Vatican was at peace with Italy. The formal accomplishment of this today was the exchange of signatures in the historic Palace of St. John Lateran by two noteworthy plenipotentiaries, Cardinal Gasparri for Pope Pius XI and Premier Mussolini for King Victor Emmanuel III.

In affixing the autographs to the memorable document, healing the wound which has festered since 1870, extreme cordiality was displayed on both sides.

[**EDITOR'S NOTE:** The ‘Roman question’ was occasioned by the pope’s retiring indoors in protest as the voluntary ‘prisoner of the Vatican’ in 1870, when the newly unified Kingdom of Italy took over the papal territories. No pope since 1870 had put his foot outside the Vatican until this pact of 1929 gave Pius XI sovereign status as ruler over tiny Vatican City.]” **San Francisco Chronicle**, Tuesday, Feb. 12, 1929, p. 1. Used by permission. [FRS No. 8.]

## Point I

Most people’s understanding of 666 is that it is a number that is written on people’s foreheads. They see it as a literal number. That’s why it is important to point out to people that the text declares that in order to discover the number you have to add it up, or to count it up.

It is therefore not a number written out, but a number that needs to be counted up. You should also point out that many names could add up to this number.

Just because a person’s name adds up to 666 does not make him the beast.

The beast of Revelation 13 must meet all the identifying marks that have been listed in this lesson, not just one.

The fact that the title of the Roman pontiff adds up to 666 is just one more

truth of God with paganistic belief is controlled by Satan himself.

Remind the students of what we learned in Lesson 2, that Satan comes as an angel of light and his ministers as ministers of righteousness. Satan never comes as a devil; he always appears to people as one having great light and truth.

After **Point I** on Question 13, turn to **Exhibit I** and proceed point by point, showing how the Roman power meets the marks of identification.

Before entering the exhibit, express again your concern and sympathy for people who might happen to belong to this system. State again that you are not talking about people who belong to the system, but about the system itself.

The exhibit begins with a very quick review of the major points that you have already enunciated. List those seven points quickly again with your students. Then read the paragraph in the exhibit under Point 7.

Having mentioned who this power is, you now need to go through point by point and show how the papacy met these marks of identification.

You will find that if you stick to the exhibit material, you will have more than enough material to clearly identify this power.

You may also wish to wait until you present this lesson to give the students Exhibit I. This way the student will have clearly learned the identifying marks of the little horn but will not stay away because he may have misread what the exhibit is saying.

It would be much better for the student to hear it from you firsthand. His curiosity will be aroused so that he will want to come to find out who this power is.

In the exhibit **Point A** is crucial because it places the timing of the rise of the little‘ horn at the very time the papacy arose to eminence.

## Point B

The Heruli, Vandals and Ostrogoths were heretical Arian powers. The Arians denied the deity of Christ and failed to submit to the bishop of

Rome. There is no question about them being heretical powers. The point is that it is the papacy who destroyed these three divisions of the Roman Empire.

### Point D

Notice the three points to “blasphemy: Point 1 has already been clearly identified from Daniel 5. You will need to look up Mark 2:7 on Point 2 and John 10:33 on Point 3.

Make it clear to the students that all the quotations are from Roman Catholics. Many of them will be shocked as they read what the church claims for itself.

Remember not to make any unnecessary digs against the Roman Church, but in love explain to your students how it hurts you to see what this power has done to God and to God's name.

Show compassion and love as you are presenting this most crucial lesson. This section on blasphemy is probably the most devastating of all the points that you will cover, but it is the point that really gets through to Roman Catholics and others who have not realized what the papacy has claimed for itself.

### Point E

Over 50 million people were killed by the Roman Church for their faith during the Dark Ages.

### Point F

Mention this point, but let the students know that it will be covered in the next couple of lessons. Point out that this is probably the most daring claim that this power makes—to have changed the times and the laws. Whet their appetite so they will be sure to be back for the next couple of lessons. It is in the next two lessons that you will begin to present the Sabbath truth.

## Identification Marks From Revelation, Point A

“The mighty Catholic Church was little more than the Roman Empire baptized. Rome was transformed as well as converted. The very capital of the old Empire became the capital of the Christian [p. 149] Empire. The office of Pontifex Maximus was continued in that of Pope. . . . Even the Roman language has remained the official language of the Roman Catholic Church down through the ages.

Christianity could not grow up through Roman civilization and paganism, however, without in turn being coloured and influenced by the rites, festivities, and ceremonies of old polytheism. Christianity not only conquered Rome, but Rome conquered Christianity.

It is not a matter of great surprise, therefore, to find that from the first to the fourth century the Church had undergone many changes." Alexander Clarence Flick, **The Rise of the Mediaeval Church** (reprint; New York: Burt Franklin [1959]), pp. 148, 149. Used by permission.

“[p. 269] Whatever Roman elements the barbarians and Arians left. . . came] under the protection of the Bishop of Rome, who was the chief person there after the Emperor's disappearance. . . .[p. 207]

**The Roman Church in this way privily pushed itself into the place of the Roman World-Empire, of which it is the actual continuation;** the empire has not perished, but has only undergone a transformation. . . .

That is no mere ‘clever remark,’ but the recognition of the true state of the matter historically, and the most appropriate and fruitful way of describing the character of this Church. It still governs the nations. . . .

It is a political creation, and as imposing as a World-Empire, because the continuation of the Roman Empire.

The Pope, who calls himself ‘King’ and ‘Pontifex Maximus,’ is Caesar’s successor.” Adolf Harnack. **What Is Christianity?** trans. by Thomas Bailey Saunders (2d ed., rev.; New York: Putnam, 1901), pp. 269, 270. [Ernest Benn Ltd., London, has recently published a new edition of this book.]