

The Great Controversy — Study Guide

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References

References at the end of questions refer to page and paragraph in “Great Controversy.” Thus “19:2” gives reference to paragraph 2 on page 19. Each paragraph is considered a unit and is assigned to the page on which it begins, though it may run over to the following page. Because of a difference in the paging of two current editions—due to the larger number of illustrations in one edition — two sets of references are given. The second reference, in brackets, is to the 1926 and 1927 special and subscription editions. The reader may identify the edition he is using by noting the date of the last copyright registration, which is found on the back of the title page.

Chapter 7 — Luther’s Separation from Rome

1. The time covered in this chapter is from Luther’s birth, in 1483, to the final bull, excommunicating him from the church, issued by the pope in 1520.
2. As an illustration of the potential powers of consecrated youth, note that at fourteen Luther entered Magdeburg; at eighteen he began studies at Erfurth; at twenty he discovered the Latin Bible. He was twenty-two when he entered the monastery, and he was ordained priest at twenty-four. The following year he was called as a professor to the university. He began to preach at twenty-six. His memorable Journey to Rome was made at the age of twenty-seven. He was thirty-five when he made public his ninety-five theses against indulgences. Two years later he was excommunicated.
3. What is there to commend, and what to question, regarding the parental training of Martin as a boy? 120:3-121:1 [137:3-138:1]
4. In analyzing the personal characteristics that marked Luther, memorize the second sentence of the chapter, and note 121:3-122:2; 123:1 [138:4-139:1; 140:3]
5. As in the case of Saul, the persecutor, so with Luther—the extremely conscientious zeal that marked each while in error, made him a power in the service of God when the light shone into his soul. Trace through the story the gradual enlightenment of his mind. (cf. Philippians 3:5-9; Galatians 1:14) 123:1, 2; 124:2; 128:3; 139:2; 143:1 [140:2, 3; 141:2; 147:2; 160:1; 164:1]
6. While Luther constantly appears in the foreground, others were used of God to act as wise counselors, spiritual helpers, or protectors. 123:3; 134:2; 147:3; 138:3; 140:2 [141:1; 154:2; 158:2; 159:2; 160:4]. As an illustration of how God used men who tended to opposite extremes to make them mutually helpful in His work, see “Early Writings,” 224:1, 2.
7. What was Luther’s own attitude toward the subject of Christian education? 125:2; 132:2; 139:1; 140:5 [143:2; 152:1; 159:4; 161:3:]

8. What evidences may be found of a great lay movement in behalf of the new-found truths? 133:1; 139:1-3; 141:1 [152:3; 159:4-160:2; 161:4]

9. Wycliffe and Luther were marvelously protected in their work. Huss and Jerome suffered martyrdom early in their career. The death of some, the courageous lives of others, equally contributed to the purposes of God. Whether or not the reformer paid with his life, he did in his heart offer himself to God for life or for death. (Philippians 1:20) 134:3; 137:3; 140:1; 141:2 [154:3; 158:2; 160:3; 162:1]

10. Even Luther was at times troubled with doubts regarding his work. How did he overcome them? 143:1 [164:1].

11. What practical lessons are drawn from this portion of Luther's mission, in pointing out conditions parallel to our own time? 143:3-144:1 [165:1, 2]

Chapter 8 — Luther before The Diet (1521)

1. The German Empire of this period was a confederation of states, of which Saxony was one. The elector of Saxony might be compared with a governor of one of our States.

2. For what purpose was the diet, or assembly, called in 1521? What question was of the greatest interest? What classes of people formed the personnel of the council? 145:2 [168:1]

3. The first issue between the opposing parties was over the appearance of Luther at the diet. What reasons led the papal legate to oppose, and why did Luther and his friends work to secure his appearance? Who won in the first skirmish over this issue? 146:1-2 [168:1-169:1]

4. Given the opportunity to accuse Luther in his absence, how did Aleander defeat his own purpose? 147:1 [169:2]

5. Having influenced the emperor to permit him to present his cause before the diet, on what two counts did Aleander present his appeal against Luther?

(1.) 148:1 [170:1];

(2.) 148:2 [170:2]

What lesson for our time may be drawn from this method of attack? 148:3,4 [170:3-171:1]

6. With the prevailing sentiment against Luther, who was used of God to direct the minds of the assembly from him to the abuses of Rome? What was the effect of his speech? 149:2,3; 150:2,3 [171:2-172:1; 172:3,4]

7. What part did the angels of God act in this drama? 150:2 [172:3]

8. What was the advice of Luther's friends at Wittenberg and along the way to Worms? What was the spirit of Luther's reply to their entreaties? 150:5-151:2; 153:1,2 [173:1-3; 175:2,3]
9. What wily plot was laid to induce Luther to turn aside from his purpose? 153:2 [175:3] Had Luther accepted this invitation he would have been delayed until the time his safe conduct had expired, even had he succeeded in reaching the council.
10. In the controversy with Rome, of what significance was the appearance of Luther before the diet? 155:1 [177:3]
11. How did he spend the time of recess, and with what result to himself? 156:2-157:2 [179:2- 180:2]
12. Into what three classes did he divide his writings? What was his statement regarding each before the diet? 158:3 [181:2]
13. What memorable words concluded his address? 160:2 [182:4]
14. How far-reaching was the influence of Luther's courageous stand for truth? 166:3 [189:2]
15. What terms of the emperor's edict seemed to render the cause of the Reformation hopeless? 167:3 [191:2]
16. How did the year of Luther's enforced seclusion accomplish more for the cause of truth than would the same time if he had had his freedom? 168:1-3 [191:3-192:2]

Chapter 9 — The Swiss Reformer

1. Wycliffe, Huss and Jerome, Luther appeared successively as reformers. A century and a half has been covered by their work, up to the Diet of Worms. Zwingli was a contemporary of Luther, and, though a leader, was but one of several that arose in the cantons of Switzerland, moved by the same Spirit of God to take their place as leaders in the great reform movement.
2. "In Germany the monarchial principle predominated; in Switzerland, the democratic. In Germany the Reformation had to struggle with the will of princes; in Switzerland, against the wishes of the people. An assembly of men, more easily carried away than a single individual, is also more rapid in its decisions. The victory over the papacy, which cost years of struggle beyond the Rhine, required on this side but a few months and sometimes only a few days."—D'Aubigne b. 8, Ch. 1.
3. What are two essential characteristics of men whom God can use in His service? Why can God so seldom find men of influence and learning with these qualifications? 171:9 [195:1]

4. How did an aged and humble relative help to mold the mind of Zwingli as a child? 171:2, [196:1]
5. To what place was he sent for education, and why was he recalled? 172:1-2 [196: 2-3]
6. To whom was Zwingli indebted for the first rays of advanced light, and what was the source of this light? 173:1 [197:1]
7. What helpful thoughts regarding the study of the Scriptures can be gleaned from Zwingli's experience? 173:2-174:1 [197:2-198:1]
8. What striking feature of the Reformation and of the Great Second Advent awakening gives evidence of divine guidance in each? 174:2; 140:3; 212:1-3; 357:1 [198:2; 161:1; 244:1-3; 409:1]
9. In what way did the work of Zwingli at Einsiedeln affect his financial support? 174:3-175:3 [198:3-199:3]
10. When called to the cathedral in Zurich, how did he relate himself to the instruction given by those who had invited him? 176:3-4 [200:2-201:2]
11. Who was the chief pardon-monger of Switzerland at that time, and what success did he have in Zurich? 178:4-179:1 [203:2-3]
12. How did Zwingli, before the Council of Zurich, reply to two representations of the deputies from the bishop of Constance, and what was the attitude of the Council? 180:3-181:2 [205:1-2]
13. Why did he not appear to champion the cause in the disputation at Baden? How did he, in his absence, make his influence felt? Contrast the appearance of Oecolampadius and Eck at the discussion, also the difference in their appeals? What was the result of the discussion? 182:1-184:2 [207:3-209:3]

Chapter 10 — Progress of Reform in Germany

1. Did the disappearance of Luther help or hinder the work of the Reformation? 185:3 [212:1]
2. What was Melancthon's first attitude toward the claims of some to the prophetic gift? Were any who were really honest, deceived by the movement? What are the tests by which such a claim may be judged? 186:1-187:3; 190:3,4 [212:2-214:2; 217:2, 3]
3. How was this fanaticism finally brought to an end? 190:2 [217:1]
4. On what occasion did Luther advocate the principles of religious liberty, and how did he state them? 189:4-190:1 [216:2-4]

5. What is said to be “one of Satan’s most successful devices to cast reproach upon purity and truth? 193:1 [221:1]

6. In some present-day so-called “reform movements” we see manifested the same characteristics as marked the work of Thomas Munzer and his associates. Note the following: Possessed with desire to reform; ambitious for position and influence; claimed to see in leaders manifestation of a “form of popery;” claimed a “divine commission to introduce the true reform;” were governed by impressions; appealed to men’s “desire for the marvelous;” denounced order in public worship; reviled the leaders who opposed them; appealed for and won sympathy by claim of unjust treatment; made great claims to holiness and sanctification. 191:1-193:1 [217:4-221:2]

7. Though great credit is rightly given to the leaders of the Reformation, yet the peak of the success and the spirituality of that movement was reached when an army of laymen, “persons of all ranks” with the Scriptures and message-filled literature went everywhere preaching the Word. 195:2 [224:2] Compare the movement with that described in “Testimonies,” Vol. 9, p. 126.

Chapter 11 — Protest of the Princes

1. The vacillating emperor, Charles V, had for a time turned toward the Reformation, and his armies had marched into Rome and sacked the city, in May 1527. Following this, the French armies were pushing him hard, and he thought to strengthen his position by again seeking the favor of Rome. It was to this end that the Diet of Spires of 1529 was called.

2. During the interlude of comparative peace and religious liberty, the Reformed movement had become unified, and church order had been established.

3. How may it be shown that the Turks, the French, and even the Pope helped the cause of the Reformation in Germany? 197:2 [227:2] Cf. Rev. 12:15,16.

4. What were the demands of the two parties to the controversy at the Diet, and what compromise was proposed? 199:1, 2 [229:2, 3]

5. With what plausible arguments might this compromise have been accepted? What principles of truth would have been thus yielded? 199:4-200:1 [230:1, 2]

6. In the final test of strength, which party was in the majority? 201:2 [231:2]

7. To whom did the minority appeal? 202:2 [232:3]

8. Against what two abuses was the protest to the Council directed? 202:4-203:4 [233:1-234:2]

9. In what way is the experience of these Reformers a lesson for our time? 204:2 [235:1]

10. What illustration do we have of the power of music? 206:1 [236:2]

11. In what assembly was the “Confession of Faith” finally read? 205:4; 207:1 [236:1; 238:1]

12. Was Luther responsible for the blood that flowed in the conflicts between the German States and the enemies of the Reformation? 209:1-3 [240:1-3]