

Home Education – First Choice in Education or Just an Alternative to the Public Schools?

(ESV) Jud 13:8,12 “Then Manoah prayed to the LORD and said, "O Lord, please let the man of God whom you sent come again to us and **teach us what we are to do with the child who will be born.**" And Manoah said, "Now when your words come true, what is to be the child's manner of life, and what is his mission?"”

These should be the questions of every parent who fear God and wants his children to be saved.

(ESV) Prov. 13:20 “Whoever walks with the wise becomes wise, but the companion of fools will suffer harm”

(ESV) Mic 5:1 “Now muster your troops, O daughter of troops; **siege is laid against us**; with a rod **they strike the judge of Israel on the cheek.**”

Christian values are under attack everywhere, even in the so called Christian countries, sometimes even more maybe than in a Muslim country!

(ESV) Mal 4:6 “And he **will turn the hearts of fathers to their children** and the hearts of children to their fathers, lest I come and strike the land with a decree of utter destruction.”

(ESV) Mt 18:6 “but **whoever causes one of these little ones who believe in me to sin**, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.”

When we place child in a situation / environment where it's more than sure that the child will fail and sin, we cause the little ones to sin.

(ESV) Lk 18:16 “But Jesus called them to him, saying, "**Let the children come to me, and do not hinder them**, for to such belongs the kingdom of God.”

We can hinder the children's coming to Jesus by exposing them to secular education, to unholy people and influences.

(ESV) 1 Cor 15:33 “Do not be deceived: **"Bad company ruins good morals."** “

Bad company for a child can be both unconverted teachers and children who don't fear God.

(ESV) Prov 22:6 “**Train up a child** in the way he should go; even when he is old he will not depart from it.”

This training is the duty of the parent.

(ESV) 2 Cron 28:3 ““and he made offerings in the Valley of the Son of Hinnom and **burned his sons as an offering**, according to the abominations of the nations whom the LORD drove out before the people of Israel.”

(ESV) Lev 20:2 "Say to the people of Israel, **Any one of the people of Israel** or of the strangers who sojourn in Israel **who gives any of his children to Molech shall surely be put to death.** The people of the land shall stone him with stones.”

(ESV) Eze 16:20,21 “And you took your sons and your daughters, whom you had borne to me,

and these you sacrificed to them to be devoured. Were your whorings so small a matter that you **slaughtered My children** and delivered them up as an offering by fire to them?"

(ESV) Ps 127:3 "Behold, **children are a heritage from the LORD**, the fruit of the womb a reward."

The children are not our property but God's property. They are given to us for a short time. It is our privilege to receive wisdom from God and return what is His in the best possible "condition". If we fail to do so...

- ***What does education mean?***

Before we discuss the need of educating the child at home it's good to define the term **education**. We won't copy the definition from the dictionary. We need a biblical perspective, a divine one. God is the author of education. Only He can provide a right and complete understanding of the term **education**. To find the answer we shall use two inspired sources: the Bible and the book Education, by Ellen G. White.

(ESV) Col.2:3 "in whom [God] are hidden all the treasures of wisdom and knowledge."

(ESV) Job 12:13 "With God are wisdom and might; he has counsel and understanding."

(KJV) Job 22:21 „Acquaint now thyself with Him ..."

„Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. **True education** means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. **It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.**" {Ed 13}

„**In a knowledge of God all true knowledge and real development have their source.** Wherever we turn, in the physical, the mental, or the spiritual realm; in whatever we behold, apart from the blight of sin, this knowledge is revealed. Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. **The mind of man is brought into communion with the mind of God**, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate.

In this communion is found the highest education. It is God's own method of development. "Acquaint now thyself with Him" (Job 22:21), is His message to mankind. The method outlined in these words was the method followed in the education of the father of our race. When in the glory of sinless manhood Adam stood in holy Eden, it was thus that God instructed him." {Ed 14}

- ***Bible and true education***

„**The Holy Scriptures** are the perfect standard of truth, and as such should be given **the highest place in education**. To obtain an education worthy of the name, we must receive a knowledge of God, the Creator, and of Christ, the Redeemer, as they are revealed in the sacred

word.

Every human being, created in the image of God, is endowed with a power akin to that of the Creator-- individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the **work of true education** to develop this power, to train the youth to be **thinkers**, and **not mere reflectors of other men's thought**. Instead of confining their study to that which men have said or written, **let students be directed to the sources of truth**, to the vast fields opened for research in **nature and revelation**. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen.

Instead of educated weaklings, institutions of learning may send forth **men strong to think and to act, men who are masters and not slaves of circumstances**, men who possess breadth of mind, clearness of thought, and the courage of their convictions." {Ed 17}

- ***Home education - the plan for education after the fall of Adam and Eve***

„In the highest sense **the work of education and the work of redemption are one**, for in education, as in redemption, "other foundation can no man lay than that is laid, which is Jesus Christ." "It was the good pleasure of the Father that in Him should all the fullness dwell." 1 Corinthians 3:11; Colossians 1:19, R.V.

Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school. Adam and Eve received instruction through direct communion with God; we behold the light of the knowledge of His glory in the face of Christ.

The great principles of education are unchanged. "They stand fast for ever and ever" (Psalm III:8); for they are the principles of the character of God. To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God." {Ed 30}

„**The system of education established in Eden centered in the family.** Adam was "the son of God" (Luke 3:38), and it was from their Father that the children of the Highest received instruction. Theirs, in the truest sense, was a family school.

In the divine plan of education as adapted to man's condition after the Fall, Christ stands as the representative of the Father, the connecting link between God and man; He is the great teacher of mankind. And He ordained that men and women should be His representatives. The family was the school, and the parents were the teachers.

The education centering in the family was that which **prevailed in the days of the patriarchs**. For the schools thus established, God provided the conditions most favorable for the development of character. **The people who were under His direction still pursued the plan of life that He had appointed in the beginning.** Those who departed from God built for themselves cities, and, congregating in them, gloried in the splendor, the luxury, and the vice that make the cities of today the world's pride and its curse. But the men who held fast God's principles of life dwelt among the fields and hills. **They were tillers of the soil and keepers of flocks and herds, and in this free, independent life, with its opportunities for labor and study and meditation, they learned of God and taught their children of His works and ways.**

This was the method of education that God desired to establish in Israel." {Ed 33}

- ***What happened with the Jews? Why did they abandon God's plan regarding education?***

„**Fathers and mothers in Israel became indifferent to their obligation to God, indifferent to their obligation to their children.** Through unfaithfulness in the home, and idolatrous influences without, many of the Hebrew youth received an education differing widely from that which God had planned for them. **They learned the ways of the heathen.**" {Ed 45}

- ***The schools of the prophets – the solution to stop the results of the negligence in the families***

„To meet this growing evil, God provided other agencies as an aid to parents in the work of education. From the earliest times, prophets had been recognized as teachers divinely appointed. In the highest sense the prophet was one who spoke by direct inspiration, communicating to the people the messages he had received from God. But the name was given also to those who, though not so directly inspired, were divinely called to instruct the people in the works and ways of God. For the training of such a class of teachers, Samuel, by the Lord's direction, established **the schools of the prophets.**” {Ed 46}

- ***What happened in the schools of the prophets? What kind of teaching they had? There is any similarity between what happened there and what's happening in the modern schools?***

„**The pupils of these schools sustained themselves by their own labor** in tilling the soil or in some mechanical employment. In Israel this was not thought strange or degrading; indeed, it was regarded as a sin to allow children to grow up in ignorance of useful labor. Every youth, whether his parents were rich or poor, was taught some trade. Even though he was to be educated for holy office, a knowledge of practical life was regarded as essential to the greatest usefulness. Many, also, of the teachers supported themselves by manual labor.

In both the school and the home much of the teaching was oral; but the youth also learned to read the Hebrew writings, and the parchment rolls of the Old Testament Scriptures were open to their study. **The chief subjects of study in these schools were the law of God**, with the instruction given to Moses, **sacred history, sacred music, and poetry.** In the records of sacred history were traced the footsteps of Jehovah. The great truths set forth by the types in the service of the sanctuary were brought to view, and faith grasped the central object of all that system--the Lamb of God, that was to take away the sin of the world. **A spirit of devotion** was cherished. Not only were the students taught the duty of prayer, but they were **taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit.** Sanctified intellect brought forth from the treasure house of God things new and old, and **the Spirit of God was manifested in prophecy and sacred song.**” {Ed 47}

- ***Did God's plan regarding education change for our times?***

„While there are different degrees of development and different manifestations of His power to meet the wants of men in the **different ages, God's work in all time is the same. The Teacher is the same. God's character and His plan are the same.** With Him "is no variableness, neither shadow of turning." James 1:17.

The experiences of Israel were recorded for our instruction. "All these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come." 1 Corinthians 10:11. **With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator's plan.** Adherence to the principles of God's word will bring as great blessings to us as it would have brought to the Hebrew people.” {Ed 50.4}

- ***What kind of educational options we have today?***

God's plan for the education of the child is the same like ever and it places the family in the center. The parents, in cooperation with God, are called to educate their children which are entrusted to them. A second option, when the parents fail in fulfilling their duty, is the school of the prophets. Where are these schools? It is a very painful question. There are many Christian schools around the world, but all of them have to be measured with the divine standard. Do they follow the example of the schools of the prophets? If not, sending the children there it's a big risk. If our child

will go astray we can't blame God for this. It's only our fault. We failed to understand His clear plan for education.

- ***Are there families who educate their children at home?***

„It has been estimated that 1.5 million students were homeschooled in the United States in 2007” This is not a small number. In many countries around the globe more and more parents are not happy any more with what is happening in the public schools. **Home education** shouldn't be our choice just because bad things are happening in the public schools. **It should be our first choice because this is God's plan for each family, for every child!**

- ***Should I have a university degree to educate my children at home?***

The parents shouldn't fear that they don't have a university degree. The diplomas we might have are not the best recommendation to be able to educate the child. The greatest need is that personal connection with our Creator. And there are so many resources around us, both in print and online. What we need is the deep assurance that we follow God's plan for our children. Nothing and nobody should stop us to fulfill God's will.

- ***What happens when the children grow and they want to go to university?***

Higher education, as we can see in the first quotes, does not necessarily mean to have a university degree. If we discover that God's plan for our personal development includes going to university there are two options. Let's see some inspired advices:

„He [Martin Luther, the German reformer] wrote thus of the universities: "I am much afraid that the universities will prove to be the great gates of hell, unless they diligently labor in explaining the Holy Scriptures, and engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not unceasingly occupied with the word of God must become corrupt."-- Ibid., b. 6, ch. 3. {GC 140}

„Here is the danger of our youth. The attractions in these institutions are such, and the teaching so intermixed with error and sophistry, that they cannot discern the poison of sentiment mingled with the useful and precious. There is such an undercurrent, and it works in such a manner that many do not perceive it, but it is constantly at work. Certain ideas are constantly advanced by the professors, and repeated over and over, and at last the mind begins to assimilate and conform to these ideas.

Just so when infidel authors are studied. These men have sharp intellects, and their sharp ideas are presented, and the mind of the student is influenced by them; they are pleased with their brilliance.

But where did those men obtain their powers of intellect? Where did they get their sharpness? From the fountain of all knowledge. But they have prostituted their powers; they have given them as a contribution to the devil, and don't you think the devil is smart? Many are traveling in the devil's tracks by reading infidel authors. Satan is a sharp being, and they fall in love with his learning and smartness.”--Manuscript 8b, 1891. {3SM 232}

For most of the Christians, to stay away from the secular universities is the best choice. It's good to choose a Christian university where God's word, the Bible, has an important role.

For a very small number of Christians, who have a deep experience with God and a good knowledge of the Bible, there is a special advice:

„The Waldensians entered the schools of the world as students. They made no pretensions; apparently they paid no attention to anyone; but they lived out what they believed. They never sacrificed principle, and their principles soon became known. This was different from anything the other students had seen, and they began to ask themselves, What does this all mean? Why cannot these men be induced to swerve from their principles? While they were considering this, they heard them praying in their rooms, not to the virgin Mary, but to the Saviour, whom they addressed as the

only mediator between God and man. The worldly students were encouraged to make inquiries, and as the simple story of the truth as it is in Jesus was told, their minds grasped it.

These things I tried to present at Harbor Heights [at an educational convention in 1891].

Those who have the spirit of God, who have the truth wrought into their very being, should be encouraged to enter colleges, and live the truth, as Daniel and Paul did. Each one should **study to see what is the best way to get the truth into the school, that the light may shine forth**. Let them show that they respect all the rules and regulations of the school. The heaven will begin to work; for we can depend much more upon the power of God manifested in the lives of His children than upon any words that can be spoken. But they should also tell inquirers, in as simple language as they can, of the simple Bible doctrines.” {3SM 233}

„There are those who, **after becoming established, rooted and grounded in the truth, should enter these institutions of learning as students**. They can keep the living principles of the truth, and **observe the Sabbath**, and yet they will have opportunity to work for the Master by **dropping seeds of truth in minds and hearts**. Under the influence of the Holy Spirit, these seeds will spring up to bear fruit for the glory of God, and will result in the saving of souls. The students need not go to these institutions of learning in order to become enlightened upon theological subjects; for the teachers of the school need themselves to become Bible students. No open controversies should be started, yet opportunity will be given to ask questions upon Bible doctrines, and light will be flashed into many minds. A spirit of investigation will be aroused.

But **I scarcely dare present this method of labor**; for **there is danger** that those who have no connection with God will place themselves in these schools, and instead of correcting error and diffusing light, will themselves be **led astray**. But this work must be done, and **it will be done by those who are led and taught of God.**”--Manuscript 22a, 1895. {3SM 234}

We can note that in these paragraphs the author doesn't speak about children of primary age and even bigger, but about youth, and not any kind of youth but only those **established, rooted and grounded in the truth, those who are led and taught of God**. They will be real and fruitful missionaries in the schools of the world.

Why **public schools** are not an option for the education of our children? (short review of reasons)

- it is not and it has never been God's plan for any human being
- the role and the place of the Bible is not the one which it should be
- there is no understanding of what true education means and no desire to find out
- there is no balanced education for the whole being: body (manual work), soul (spiritual growth), and mind (this is the only side targeted by most of the curriculums)
- the teachers don't have a deep experience with God (most of them have no idea about God's word, His teachings etc)
- the child is too fragile and weak to resist temptations from the association with children who don't obey God. We can see how weak we, the adults, are. The influence of the environment erode the Christian values and on a long term basis can result in a failure to walk with God
- Christian values are under attack and the child is not prepared to discern and fight with these attacks (many times even the adult Christians are not prepared well enough)
- the teaching of science, is based on evolution theory
- the teaching of history has nothing to do with His Story, with sacred history
- the teaching of music has little in common with sacred music
- the teaching of literature has little or nothing in common with sacred literature / sacred Scriptures

- physical education is not focused on manual work (God's plan) but on dangerous exercise (some of gymnastics exercises) and competitive sports
- their target is not to make our children better Christians, more faithful to our Lord
- they provide extra work for parents who have to fight with the secular ideas brought by their children at home
- the school is not higher motivated than a Christian parent to see his child developing even on the academic side
- sometimes children feel that they are abandoned there by their parents. Many feel lonely and without real support when they are ridiculed, criticized etc. To be able to survive in the prison and the jungle of the school they develop unholy traits of character. And they will struggle the whole life to overcome these traits.

And these are just some of the reasons! We can add many more if we look in more detail at what is happening and what is being taught in a school (and many times there is no much difference between the public schools and the Christian ones)

Supplementary reading:

- *At least the first 50 pages from the book **Education** by Ellen G. White*
- ***Studies in Christian Education**, by E.A. Sutherland*
- ***Madison - God's Beautiful Farm: The E. A. Sutherland Story**, By Ira Gish, Harry M Christman*
- ***Great men from the Bible who were home schooled:***

All the patriarchs at least until Noah, Isaac, Jacob, Joseph, Moses (the first 12 years of his life), David, Daniel, Elijah, Elisha, John the Baptist, Jesus

- ***Exemple din timpuri mai recente de oameni care au făcut școala acasă:***

Constitutional Convention Delegates

- Richard Bassett - Governor of DE
- William Blount - U.S. Senator
- George Clymer - U.S. Representative
- William Few - U.S. Senator
- Benjamin Franklin
- William Houston – Lawyer
- William S. Johnson
- William Livingston - Governor of NJ
- James Madison - 4th U.S. President
- George Mason - Justice of VA
- John Francis Mercer - U.S. Rep.
- Charles Pickney III - Governor of SC
- John Rutledge - Chief Justice
- Richard D. Spaight - Governor of NC

- George Washington
- John Witherspoon
- George Wythe - Justice of VA

Presidents

- John Adams, John Quincy Adams, Grover Cleveland, James Garfield, William Henry Harrison, Andrew Jackson, Thomas Jefferson, Abraham Lincoln, James Madison, Franklin Delano Roosevelt, Theodore Roosevelt, John Tyler, George Washington, Woodrow Wilson

Statesmen

- Konrad Adenauer, Henry Fountain Ashurst, William Jennings Bryan, Winston Churchill, Henry Clay, Pierre du Pont, Benjamin Franklin, Alexander Hamilton, Patrick Henry, William Penn, Daniel Webster

U.S. Supreme Court Judges

- John Jay, John Marshall, John Rutledge, Sandra Day O'Connor

Scientists

- George Washington Carver
- Pierre Curie
- Albert Einstein
- Michael Faraday - electrochemist
- Oliver Heaviside - physicist and electromagnetism researcher
- T.H. Huxley
- Blaise Pascal
- Booker T. Washington
- Erik Demaine - Popular Science Mag: One of the Most Brilliant Scientists in America

Religious Leaders

- Joan of Arc, William Carey, Jonathan Edwards, Philipp Melancthon, Dwight L. Moody, John Newton, John Owen, Hudson Taylor, John & Charles Wesley, Brigham Young

Inventors

- Alexander Graham Bell - invented the telephone
- John Moses Browning - firearms inventor and designer
- Peter Cooper - invented skyscraper, built first U.S. commercial locomotive
- Thomas Edison - invented the stock ticker, mimeograph, phonograph, and perfected the electric

light bulb

- Benjamin Franklin - invented the lightning rod
- Elias Howe - invented sewing machine
- William Lear - airplane creator
- Cyrus McCormick - invented grain reaper
- Guglielmo Marconi - developed radio
- Eli Whitney - invented the cotton gin
- Sir Frank Whittle - invented turbo jet engine
- Orville and Wilbur Wright - built the first successful airplane

Composers

- Irving Berlin, Anton Bruckner, Noel Coward, Felix Mendelssohn, Wolfgang Amadeus Mozart, Francis Poulenc, John Philip Sousa

Educators

- Amos Bronson Alcott - innovative teacher, father of Louisa May Alcott
- Catharine Beecher - co-founder of the Hartford Female Seminary
- Jill Ker Conway - first woman president of Smith College
- Timothy Dwight - President of Yale University
- William Samuel Johnson - President of Columbia College
- Horace Mann - "Father of the American Common School"
- Charlotte Mason - Founder of Charlotte Mason College of Education
- Fred Terman - President of Stanford University
- Frank Vandiver - President of Texas A&M University
- Booker T. Washington - Founder of Tuskegee Institute
- John Witherspoon - President of Princeton University

Business Entrepreneurs

- Andrew Carnegie - wealthy steel industrialist
- Amadeo Giannini - Bank of America's founder
- Horace Greeley - New York Tribune founder
- Soichiro Honda - creator of the Honda automobile company
- Peter Kindersley - book illustrator and publisher
- Ray Kroc - founder of McDonald's fast food restaurant chain
- Jimmy Lai - newspaper publisher; founder of Giordano International

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- Dr. Orison Swett Marden - founder, Success magazine
- Adolph Ochs - New York Times founder
- Joseph Pulitzer - newspaper publisher; established Pulitzer Prize
- Colonel Harland Sanders - started Kentucky Fried Chicken
- Dave Thomas - founder of the Wendy's restaurant chain
- Mariah Witcher - founder of Mariahs Famous Cookies
- Daniel Mills - founder of Salem Ridge Press

Scrittori: Mark Twain, George Bernard Shaw, Irving Berlin, Charles Dickens, C.S. Lewis

Alte personalități: Blaise Pascal, Booker T. Washington, Thomas Edison, Benjamin Franklin, Andrew Carnegie, John Stuart Mill, Pierre Curie, Albert Einstein, Michael Faraday, Oliver Heaviside, Albert Schweitzer, Leonardo da Vinci, Yehudi Menuhin