

The New Testament Church
BIBLICAL WORLDVIEW TEACHINGS

05 – A Biblical View of Education

Paul Jehle
March 20, 2024

I The Nature and Meaning of Education

- A. Human beings are created by God to use their minds – Genesis 1:26; 2:7, 15-25
 - 1. God created mankind (male and female) as rational beings with an ability to reason
 - 2. Adam was able to “name” – identify similarities and differences – all the animals
 - 3. The fall made it more habitual to think by false premises; thus we need *revelation*
 - 4. To overcome sin, education requires instruction (premises) and discipline (reasoning)
- B. What is education? (see Webster’s 1828 definition of education)
 - 1. Education is inherently religious – *no thought or idea is neutral* (Colossians 1:15-18)
 - a. Education, by its very nature, is multi-generational (see Psalm 78:1-7)
 - b. Note that education can be defined in two modes – instruction and discipline
 - c. From its Latin root, the word is drawn from “educate” and “educe”
 - 1. educate - *to instill into the mind principles of arts, science, morals, religion and behavior.* – this involves a “pouring in”
 - 2. educe - *to bring or draw out; to extract.* – this involves a “drawing out”
 - 2. The Bible identifies both of these modes as clear parameters in teaching and learning
 - a. Eph. 6:4 – home – *nurture* – pouring in; *admonition* - drawing out
 - b. Mt. 28:20 – church – *teaching* – learning – drawing out; and *teach* – pouring in.
 - 3. Biblically, education is *discipleship* - between parent/child; instructor/scholar
- C. The Hebrew context of education is important to understand...
 - 1. Ancient Israel’s universal education caused it to be the most literate nation in the world; largely because Hebrew was the only alphabetic language at the time; not hieroglyphic.
 - 2. See quote from the notable historian E.C. Wines...
 - 3. Education was nearly universal in Israel by decentralizing responsibility to parents
 - 4. See contrast of Hebrew and Greek learning as an illustration of two schools of thought.
 - a. Hebrew education developed in first 400 years of Israel’s existence (1450-1050 BC)
 - b. Greek education was developed by Socrates (469-399 BC), Plato (427-347 BC) and Aristotle (384-322 BC), centered in the idea that children belonged to the State.

II Methodology of Education (pedagogy)

- A. Why methods matter – an application of the *laws of transformation*
 - 1. 2nd Cor. 3:17-18; Ro. 12:1-2 identify the method of transformation (sanctification)
 - a. Reflection – *looking as in a glass; observation (the notebook)*
 - b. Creativity – *renewing of the mind; unique expression (the essay)*
 - c. Application – *proving what is the will of God; actions; behavior (outlet for use)*
 - 2. Greek word *dianoia* (deep thought) has the prefix *dia* which means channel, or canal
 - a. Reflection (meditation), creative expression and practical application is a river bed prepared for a flowing river – 1st Peter 1:13 – *prepare your minds for action* (AMP)
 - b. The Spirit of God and inner spirit uses a canal, channel so that it can produce *action* in harmony with passion, heart intent and proper thinking

- c. Psalm 39:3 – *my heart was hot within me, while I was musing the fire burned, then spoke I with my tongue.*
- d. 2nd Cor. 10:5 – *casting down “imagination”* – false thought-patterns; reasoning
- 3. The Christian life may have a goal of being transformed into Christ’s image, but the *method* by which this occurs is critical – 1st Cor. 3:12 – build by the spirit or the flesh
- B. See the significance of Peter Ramus (1515-1572) and his departure from Aristotle’s logic
- C. Educational methods should follow the Biblical pattern of transformation (or sanctification)
 - 1. We should pay attention to observation and **reflection**, analyze premises and discern.
 - 2. Encourage expressing thoughts in **creative ways** to master Biblical, logical thinking.
 - 3. Finally, we need concerted action that applies knowledge in **wisdom**.

III Curriculum of Education

- A. See R. J. Rushdoony quote on the Christian curriculum...
- B. See the OT Law chart of a national curriculum to model the application of Biblical truth
 - 1. Fundamental Law – Ten Commandments – at the Center of the “wheel within a wheel”
 - 2. Each area of life – like the spokes – apply the fundamental law in the areas of life
 - 3. The University (1200); everyone majored in theology (uni-one view of versity – life)!

IV Jurisdiction; the key to restoring a Nation’s Education System

- A. Education is discipleship – *every religion has a corresponding form of government and a philosophy and curriculum of education to support its continuity generationally*
 - 1. Thus a nation’s education system is best centered in family choice
 - 2. Local Community control is best for public schools
- B. It has been demonstrated that...
 - 1. The more centralized, quality decreases
 - 2. The more we focus on externals and equipment, the less we do teaching/learning
 - 3. The more government oversees education at the state and federal level, cost increases
 - 4. The more education is institutionalized, the less the curriculum equips students for life
 - 5. The more a “one size fits all” approach is taken, schools violate values of parents
- C. In the Bible – both Old and New Testaments...
 - 1. Home education is where it began so that tutors and curriculum were equally yoked
 - 2. Children under 20 years of age under parental oversight – through our high school age
 - 3. A parent decided when tutors were needed and when maturity to discern took place
 - 4. The role of civil Government in Education
 - a. In the Old Testament, civil government required parents to educate their children
 - b. The government only intervened if the parent “neglected” these duties
 - c. The only education provided by government directly (in the Bible) was the military
 - d. In our time, the question is *to whom do the children belong?* (parent or the state)
 - 5. The corruption of modern education – what should parents do?
 - a. Martin Luther; *“I advise no one to place his child where the Scriptures do not reign paramount. Every institution that does not unceasingly pursue the study of God’s Word becomes corrupt.”* (Schultz, *Kingdom Education*, Lifeway Press, 1998, p. 30)
 - b. Parents must remain vigilant in overseeing what is taught their children
 - c. As has happened in the United States, as well as many nations of the world, Christopher F. Rufo writes that Leftist dreamers do not give up easily... (see quote)
 - d. See also the promise of Malachi 4:4-6 and Matthew 6:10!