



# Asian Research Consortium

Asian Journal of Research in Social Sciences and Humanities  
Vol. 11, No. 4, April 2021, pp. 33-41.

ISSN 2249-7315

---

Asian Journal  
of Research in  
Social Sciences  
and  
Humanities

---

www.ajsh.com

A Journal Indexed in Indian Citation Index

DOI NUMBER: **10.5958/2249-7315.2021.00011.3**

*SJIF – SCIENTIFIC JOURNAL IMPACT FACTOR :7.615(2020)*

## A Biblical Foundation of True Education Model

Trustmore Parangeta\*

---

### Abstract

After creation, God laid a foundation for a model of true education. The model was instituted in a home setting. This model was designed for children to be strong morally, physically and spiritually. The impartation of the model enables children to be lovers of God, their parents and their neighbors. Unfortunately, due to the entrance of sin, the Biblical model of true education was intercepted. Parents no longer raise their children in adherence to the Biblical model. Hence children are no longer strong morally, physically and spiritually. Education for children is paramount for the rest of their lives. By studying the model, implementing it, parents shall appreciate its benefits to their children. This article attempts to understand God's model of true education, parental responsibility and the model's impact in children's life in this world and the world to come.

**Purpose:** To discover the Biblical model for true education with its benefits to children. The research also attempts to explain parental responsibility in educating children for this life and the life to come. Children should receive education from homes.

**Findings:** The Biblical model of true education begins in a home setting. Parents are first teachers of children. Education of children should begin from a home setting. True education prepares children for this life and the life to come. Children should not be deprived of education.

**Unique Contribution to Theory, Practice and Policy:** Biblically, homes are centers of learning. Education and redemption are one. Parents are the first teachers, while children are pupils/students. Children should be trained for developing their moral, physical and intellectual powers for this life and the life to come. Societies should support and educate children who may be failing to acquire education.



**Keywords:** True Education Model, Redemption, Children, Parents.

---

## **Introduction**

God is the source of education. Right from the garden of Eden up until now, communities have witnessed teachers and scholars (1<sup>st</sup> Chronicles 25:8). A careful investigation of the Bible, reveals a true education model which God demonstrated in His engagement with His children as a parent. The biblical story of creation is the testimony of a relationship, the God of heaven, took the initiative to come down and create the human realm. He did so for the particular purpose of having a loving relationship with humans (Bell,2014). True educational model was instituted in the home. Parents being the teachers for their children. Due to sin this model was interrupted. Homes are no-longer centers of education, parents are not teachers and children are raised without the Biblical model of education. A careful analysis of the Biblical education model, shows that true education is centered in the home training. Institutions of human society find their best models in the word of God. Lessons of great educational progress is found in the history of God's ancient people (White,1923). Parents should exercise their duty in educating children in homes first and even when they are in secular schools. This article attempts to explain the true education model for children. This model prepares children for this life and the life to come. If parents implement the true model in their homes, children will be morally, physically and spiritually strong. To have a good and broader understanding of the true model of education, the author uses the Bible and scholarly writings. Ellen White's educational insights from her inexhaustible educational writings are also used to give a buttress to the subject. Literature used in this article is in supportive of the education for children. This article is not meant to downplay the education model found in secular institutions. Education which children receive from home settings will complement to the education in secular institutions. Hence parents should understand their parental responsibility while raising up their children in homes.

## **Methodology**

Archival study approach. I have used the Bible and other scholarly sources to investigate the Biblical education model.

## **Results and Discussion**

### ***Edenic Education Model***

In Eden, God established an educational model in a family set up that should have been instituted in all families and communities. Adam and Eve were masters over the works of creation. God said to Adam "replenish the earth, subdue it, and have dominion" (Genesis 1:28). Having dominion refers to supreme rule not exploiting the natural world but rather sharing in the divine rule (Dybdahl, 2010). Through nature, Adam and Eve received education and learnt more about their Creator. They were to master the works of creation as they advanced in education.



Edenic educational model was centered in the family circle and Adam was called “the son of God” ([Luke 3:38](#)). The couple received the highest instruction from the Great teacher. Adam and Eve were the students and the Garden of Eden which God planted (Genesis 2:7) was the schoolroom. Nature (Genesis 1:1-25) was the lesson book. Ultimately, God was the teacher. White (1903) claimed that a model school was established in Eden, the Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, Adam and Eve were the students. Education was meant to bring a holistic development of the physical, mental and spiritual facets of the human being.

Adam and Eve were not idlers but were placed in the garden of Eden to “dress it and keep it” (Genesis 2:15). Labor was a blessing. Thus useful occupation was appointed then as a blessing to strengthen the body, to expand the mind and to develop the character (White 1903). The education model in the Garden of Eden was set as an example of what God intended to the whole earth to be. His purpose was that as the human family multiplied on earth, more home schools were to be set as replicas of Eden. The instructions and wonderful work of God in creation were to be studied in the Garden of Eden. Through the education model which God instituted, Adam and Eve were meant to develop their bodies, expand minds, develop characters and reflect fully the image of their maker. The Edenic education model was a representation of what God desired the whole earth to become, and it was His purpose that, as the human family increased in numbers, they should establish other homes and schools like the one He had given. Thus in course of time the whole earth might be occupied with homes and schools where the words and the works of God should be studied, and where the students should thus be fitted more and more fully to reflect, throughout endless ages, the light of the knowledge of His glory.

When God created man in His own image (Genesis 1:27), education was given to the human family towards retaining of God’s character. Genesis 3:9 explains that Adam had a direct and open communion with God. It was from such communion on body, mind and soul that Adam found the highest education (White, 1903). God’s initial education model in Eden was for the development of the body, spirit, wisdom and having favor with God and man. The entrance of sin interfered with God’s original plan.

### **Interception of Edenic Education Model**

The entrance of sin marred God’s image in man and the original purpose of education for man. The devil deceived man that if he could eat the tree of the knowledge of good and evil, he will be wise as gods. The serpent lied to Eve and said “in the day you eat thereof, then your eyes shall be opened and you shall be as gods, knowing good and evil” (Genesis 3:5). After eating the forbidden fruit (Genesis 2:17), God’s glory departed from Adam and Eve. The couple became naked and hid from the presence of the Creator. Adam and Eve substituted God’s glory with aprons of leaves. The Bible states that “they sewed fig leaves together and made aprons, they hid themselves from the presence of the Lord God among the trees of the garden (Genesis 3:7-8). Hence Man lost his physical, mental and spiritual capacity. Ellen White confirms “through sin the divine likeness was marred, and well -nigh obliterated. Man’s physical powers were weakened, his mental capacity was lessened, his spiritual vision dimmed. Due to the entrance of sin, Adam and Eve were driven out of the garden of Eden (Genesis 3:23-24). The Edenic education model was interfered. To redeem man, God instituted the plan of redemption which explains the goal of education.



## **Redemption and Education**

The plan of redemption was first mentioned in Genesis 3:15. A seed of the woman is first referenced. Cross referencing of Genesis 22:18 and Galatians 3:16, shows that the word “seed” refers to Jesus Christ. He is the “Lamb slain from the foundation of the world” (Revelation 13:8). The plan of redemption is defined through the institution of education. The plan calls for the development of the body, mind and soul. Man could then regain the lost image. Once the lost image is regained, that will be the goal of education. White (1903) states that “the plan of salvation has been devised to restore in man the image of his maker, to bring him back to the perfection in which he was created, to promote the development of body, mind and soul. This is the object of education, the great object of life. Hence the objective for education is to restore man to his former perfection he was created.

### **Education after the Fall**

Outside Eden, God provided a model of education towards recovering humanity from sin. In Christ, God came down and abode with the human family. The transcendent loving God descended to His children with the true model of education for the restoration of His lost image. The work of education and the work of redemption are one. All children are beneficiaries of this true education model.

Education before and after the fall had the same dimensions except for the element of restoration after the fall which was meant to remove sin. Jesus Christ became the channel of communication between God and man. The family remained as the school and parents being the teachers who receive instructions from Christ. Children in the family became the students.

### **Education Outside Eden**

Adam and his family worshipped at the gate of the Garden of Eden. At the cherubim-guarded gate of Paradise the divine glory was revealed. Hither came Adam and his sons to worship God. Adam and Eve were instructed to learn the plan of redemption through sacrifices. The lessons they received, they taught their children. Abel obeyed his parents and offered a lamb on the altar and “the Lord had respect unto Abel and to his offering” (Genesis 4:4). The sacrificial lamb was pointing to Jesus Christ the redeemer of the whole world. In the Child of Bethlehem was veiled the glory before which angels bow. This unconscious babe was the promised seed, to whom the first altar at the gate of Eden pointed (White, 1996). It was through Jesus that God communicated to the world the model of true education. The patriarchs obeyed the education model which God gave them.

### **Patriarchal Education Model**

During the patriarchal era, the father was the ruler and priest of his own family and he exercised authority over his children even after they had families of their own. His descendants were taught to look up to him as their head in both religious and secular matters (White 1997). This home schooling system was the best in educating children as it enabled parents to preserve the knowledge of God and train up their children. The narrative of the history of Isaac illustrates the benefits of true education from a home schooling environment.



## **Isaac's Home Schooling**

Abraham commanded his children to keep the lord's commandments (Gen 18:19 and 26:5). His children and servants got education from his home school. Even though his household was composed of more than a thousand members, he instructed his children in his home school. Those who were led by his teachings to worship God received instructions found a home in Abraham's encampment and a school, they received such instructions as would prepare them to be representatives of the true faith.

## **The Great Commandment of Love and Education**

God gave the Israelites the commandment of love and education. The commandment states "thou shall love the Lord thy God with all thine heart, and with all thy soul and with all thy might" (Deuteronomy 6:5). The commandment was to be taught children, bound as signs and written on house posts and on gates (Deuteronomy 6: 7-9). Jesus refers the commandment as "the first and great commandment," (Mathew 22:37-38). White (1903) states love, the basis of creation and redemption, is the basis of education. To love God, with the whole strength, mind, and heart means the development of every power, it means that in the whole being the body, mind, as well as the soul, the image of God is to be restored. Hence education and redemption are inseparable. True education sharpens the mind of children.

## **Mind Sharpeners and Memoirs**

Parents were instructed "thou shall teach them diligently unto thy children"

(Deuteronomy 6:9). The word teach comes from the Hebrew word "shanan" which primarily means to whet, sharpen, to pierce or to inculcate. Children are compared to "arrows in the hand of a mighty man" (Psalms 127:3-4). Happiness shines in a homestead with children. David says "happy is the man that has his quiver full of them" (Ps 127:5). God wants His children to be "sharp swords, polished shafts in His quiver" (Isaiah 49:2).

Home is a place for repairing and building children. Children should be sharpened with education around home altars. Parents as primary teachers of children, are to guard sacredly the home altar. They should take children and "by faith bind them to the altar (White,1943). Mosaic instruction states "thou shall talk of them when thou sittest in thine house" (Deuteronomy 6:7). The Hebrew word for house is "bayith." This word comes from the Hebrew root word "banah" which means to build, repair and obtain children. Thus the home is a place for repairing and building children.

"Thou shall bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes" (Deuteronomy 6:8). The word bind in Hebrew is "qasher" which means to tie, gird, confine, bind up, knit, join together. Education should encircle, bind up and knit together children and become beacons of God's glory. Parents should present their children as signs to the Lord. Prophet Isaiah states "behold I and the children whom the Lord has given me are are for signs" (Isaiah 8:18).



Israelites wore phylacteries which served as memoirs. A phylactery is a small box wrapped around the arm and another is wrapped around the forehead (Forrest & Roden, 2017). The instructions were to be remembered always. Phylacteries were to serve as memory aids to the wearer of the words. The memory of those foundational words was to exercise its influence on all thoughts a person had, thoughts provoked by what is seen with eyes and all activities that a person carried out with their hands (Forrest & Roden, 2017). True education equips children with knowledge and physical labor.

Israelites were instructed as “thou shall write them upon the posts of thy house, and on thy gates” (Deuteronomy 6:9). Apart from phylacteries, house posts and gates were decorated with mezuzoth. Forrest and Roden (2017) confirms that a mezuzah was a small container that contains the words and attached to the front door of a Jewish house or the gate of a Jewish city. The word mezuzoth is the plural of mezuzah. The memoirs were inscribed at the house posts and gates. This alluded to the blood smeared on the door posts and lintels during the Passover (Exodus 12:7,13,29). Only homesteads with smeared door lintels were spared from death. God wants to spare children which are encircled with true education.

Unfortunately, the Israelites disobeyed God and worshipped idols and abandoned their educational model. To meet this growing evil, God provided other agencies as an aid to parents in the work of education. Samuel established the schools of the prophets which were intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth and to promote the prosperity of the nation (White, 1903)

### **Establishment of the Schools of the Prophets**

Israelites set the schools of the prophets as a model of education. During the earliest times the faithful in Israel had given much attention to the matter of education. The Lord had directed that the children, should be taught of His goodness and greatness, as revealed in His law, and shown in the history of Israel. Fathers and mothers were to instruct their children that the law of God is an expression of His character, and that as they received the principles of the law into the heart, the image of God was traced on mind and soul

Schools for the prophets were established at Ramah, Kirjath-jearim, Jericho, Bethel Gilgal and Samaria. God instructed parents to “teach their children His requirements (White, 1923). This model was beneficial since many youth of Israel came forth vigorous in body and mind, quick to perceive and strong to act. Schools of the prophets were short-lived and due to the widespread of corruption and wickedness, Israel was taken into captive. While in captive, Daniel and his friends lived a life from the benefits of true education which they received from their parents.

### **Hebrew Teenagers in Babylon**

The early history of Daniel and his friends (Hananiah, Mishael and Azariah) exiled (605 B.C) in Babylon, gives a good portrait of the success of true education received from their parents. The Hebrew children were supposed to be trained in the ways of the Chaldeans and be able to stand before king Nebuchadnezzar. Babylon was corrupt. White (1903) mentions that strong were the temptations surrounding them in that corrupt and luxurious court. The temptations were too strong



for the youths if they were not schooled earlier. The children had been faithfully instructed in the principles of the word of God. They had learned to sacrifice the earthly to the spiritual, to seek the highest good. Their parents had oriented them on the true basis of education and when they faced challenges, they stood their ground than falling. Melgosa (2012) confirms that parents can become their children's best and most influential teachers.

Babylon had an education system in which children were educated for the development of their stature, spirit, wisdom and favor. King Nebuchadnezzar requested for "children in whom was no blemish, but well favored, and skillful in wisdom" (Daniel 1:4). A daily provision of unhealthy food and drink was apportioned them. Daniel and his companions refused the food. Nelson William Nelson (2012) affirm that Daniel and his friends objected the food, but interestingly, they raised no objections concerning the curriculum. After ten days of eating the health food, their "countenances appeared fairer and fatter in flesh than all the children which did eat the portion of the King's meat" (Daniel 1:15.) Their wisdom was found to be "ten times better than all the magicians and astrologers that were in all his realm" (Daniel 1:20, 5). This was the result of the education the youths received in their Judean homes. Platt (2017) confirms that "Daniel and his friends were trained in educational systems and were blessed by God and granted favor. This should be such an inspiration for our young today.

With true education, children can advance the cause of God in nations as happened in Babylon. Jewish youth come out on top, because the one true God is the source of their wisdom. After the exile, schools of the prophets weren't resumed but were replaced by synagogues.

## **Synagogues**

Synagogues were established as centers of worship and study. Edersheim (2004) confirms that synagogues appear to have arisen during the exile, in the absence of the temple-worship, and to have received their full development on the return of the Jews from captivity. Jews recognized synagogues as their most important religious institutions for the training up of their children. Synagogues were houses of instruction, where the philosophy of the fathers and all manner of virtues were taught. It is reported that in the days of Christ, the religious instruction of the young was thought to be so important that the town or city which did not provide schools for this purpose, was regarded as under the curse of God (White 1930). In Christ's time, there were 480 synagogues in Jerusalem and every one of them had a schoolhouse for Scripture and a house of learning (S. Rud, personal communication, August 17, 2020).

The developmental stages of Jesus Christ's growth from childhood (Luke 2:40,52) explain the benefits of a true model for education. It is stated that "the child grew and waxed strong in spirit, filled with wisdom and the grace of God was upon him" (Luke 2:40). Jesus did not receive education from Jewish synagogues (John 7:15). He secured His education in the home and carpentry was his useful work (Matthew 13:55). Jesus did not attend the educational system from the synagogues because the system was a complete failure from God's blueprint of education. During His ministry, Jesus said "let the children come unto me and forbid them not," Mark 10:14. Through education, parents shall lead their children to Jesus. Once children are led to Jesus, they shall find a friend of their lives who will bless, empower and lead them throughout this life and the life to come.



True objective of education is to restore the image of God in the soul. It is the training of body, mind and soul for divine service (White 1977). Children are a sacred trust and should be instructed on the ABC of true education. If children are given education, they shall increase in stature, soul and wisdom. True education 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. Education will again be taken up in the Eden school. Heaven is a school, its field of study the universe, its teacher the infinite One. (White, 1966). Children should get education that develops their physical, mental and spiritual powers. The time is ripe to engage in one of the last frontiers of justice in our nation, ensuring that children receive the education they deserve (Fulgham,2013).

## **Recommendations**

Children are a gift which God has entrusted parents. It's the responsibility of parents to train up their children in the ways of the Lord. The training should be carried at home while parents being the first teachers. Homes should be the first schools for children. Even though children attend secular schools, parents should not leave their responsibility of training children to school teachers from institutions.

## **Conclusion**

God instituted the true model for education in Eden. The model explains education that has to do with the image of God in man, whole human being and the period of life. After sin, the model was interrupted. Through the plan of redemption, the model was re-instituted. Parents should take their responsibility of educating children at home even though the children attend secular schools. Children should be educated and be qualified for this life and the life to come. Societies should educate children who are failing to attend school.

## **References**

- Bell,S. (2014). Servants and Friends. Berrien Springs, Michigan: Andrews University Press.
- White, E.G. (1923). Education. Ontario, Canada: Pacific Publishing Association.
- White, E.G. (1903). Education. Ontario, Canada: Pacific Publishing Association.
- Dybdahl. G. (2010). Andrews Study Bible. Berrien Springs, Michigan: Andrews University Press.
- White, E.G. (1903). Education. Ontario, Canada: Pacific Publishing Association.
- White, E.G. (1903). Education. Ontario, Canada: Pacific Publishing Association.
- White, E.G. E.G. White (1903). Education. Ontario, Canada: Pacific Publishing Association.
- White, E.G. (1996). The Truth About Angels. Boise, Idaho: Pacific Press Publishing Association.
- White, E.G. (1997). Patriarchs and Prophets. Maryland, Washington: Review and Herald Publishing Association.





- White, E.G. (1943). *Counsels to Parents, Teachers, and Parents*. Mt View, California: Pacific Press Publishing Association.
- Forrest B.K., & Roden C. (2017). *Biblical Leadership: Theology for the Everyday Leader*, Grand Rapids, Michigan: Kregel Publications.
- Forrest B.K., & Roden C. (2017). *Biblical Leadership: Theology for the Everyday Leader*, Grand Rapids, Michigan: Kregel Publications.
- Forrest B.K., & Roden C. (2017). *Biblical Leadership: Theology for the Everyday Leader*, Grand Rapids, Michigan: Kregel Publications.
- White, E.G. (1903). *Education*. Ontario, Canada: Pacific Publishing Association.
- White, E.G. (1923). *Education*. Ontario, Canada: Pacific Publishing Association.
- Nelson, M. (2012) *Qualified to serve in the King's Palace*. Grand Rapids, Michigan: Baker Publishing Groups.
- Platt, A. (2017). *City Changes*, Colorado, USA: David Cook Publishers.
- Edersheim, A. (2021, March 2). *Synagogues: their Origin, Structure and Outward Arrangements* [Online forum comment]. Retrieved from of [https://biblehub.com/library/edersheim/sketches\\_jewish\\_social\\_life/chapter\\_16\\_synagogues\\_their\\_origin.htm](https://biblehub.com/library/edersheim/sketches_jewish_social_life/chapter_16_synagogues_their_origin.htm)
- White, E.G. (1930). *Fundamentals of Christian Education*. Nashville, Tennessee: Southern Publishing Association.
- White, E.G. (1997). *Patriarchs and Prophets*. Maryland, Washington: Review and Herald Publishing Association.
- White, E.G. (1966). *Education*. Ontario, Canada: Pacific Publishing Association.
- Fulgham, B, N. (2013). *Educating All God's Children*. Grand rapids, Michigan: Baker Publishing Group.
- White, E.G. (1966). *Education*. Ontario, Canada: Pacific Publishing Association.