



2020 4Q Education: Lesson 2 The Family

by Tim Jennings (announcements last page)

SABBATH

Over the last year have you perceived that we are nearing the second coming of Christ?

- Have you perceived evil forces increasing their assault?
- Have you seen evil more clearly exposed in society than ever before?
- Have you heard the roar of our enemy working to incite fear?
- Have you seen society fracturing into ever increasing hostile groups?

I have as well. We must keep our eyes fixed on Jesus—the Author and Finisher of our faith. Jesus is the key—the true Jesus, not the pagan fraud that infected Christianity when Constantine converted.

As we return to Jesus the Creator and His design laws we want to practice His principles. We gain discernment and we have a duty to promote God's principles. But should we teach God's principles only in history, or should we teach people living at this time how God's principles are applied today? Should we teach people how to discern, to differentiate God's workings from the enemy of God?

Should we expose violations of God's principles in various movements and activities in the world today?

Consider these three descriptions:

Satan has ascribed to God all the evils to which the flesh is heir. He has represented him as a God who delights in the sufferings of his creatures, who is revengeful and implacable. RH November 17, 1891, par. 5

What method does Satan use? Projection—do evil or incite evil and then ascribe it to God as the one who is the source of the evil. Projection is a form of denial, a form of deceit, a form of lying. Not only is evil being done, but the one doing it blames some other for it.

By departing from God's law the Hebrews had failed to become the people that God desired to make them, and **then all the evils which were the result of their own sin and folly they charged upon the government of God.** So completely had they become blinded by sin. PP 605.2

What method did these apostates use? They did evil and blamed it and its consequences on God.

In the days of the Reformation its enemies charged all the evils of fanaticism upon the very ones who were laboring most earnestly against it. GC 397.1



What method did Satan's agents use here? To do evil, fanatical evil and charge their evil to the Reformers.

Do we see in our society today movements and groups doing evil and then blaming it on others? Whenever you see this method you can know those practicing it are not from God regardless of the cause they advocate.

Do we have a role to play, at this time in earth's history to sound the alarm, to wake people up, to promote the methods of truth, love, freedom and expose the methods of deceit, coercion, and selfishness?

But what if in doing so, we are accused of being political, should we stop?

Is there a difference in exposing the destruction that occurs when God's methods are violated and advocating for a politician, political party, or legislation?

Come and Reason Ministry advocate for no politician, political party, or legislation. We are not interested in getting any person elected or law passed—we are interested in freeing people's hearts and minds from worldly methods and establishing people into the kingdom of God.

I was reflecting on this issue again this week because several messages have come in from people who accuse me of being political when I apply truth to reality and society. As I was reflecting, I read Psalms 49 from *The Remedy of the Lord in Song* and wanted to share it with you. Consider what it says in light of what is happening in the world today:

Hear this, everyone; listen carefully, every person who lives on the earth,
²both young and old, rich and poor alike:
³I will tell you real wisdom, because I understand how reality works.
⁴I will use my insight to discern profound proverbs
and bring forth the hidden meaning like music from a harp.

⁵Why should I fear in the days when evil abounds,
when the depravity and villainy of my enemies surround me —
⁶those who believe they are spiritually superior because of their wealth
and boast of their great riches?
⁷No one can ever cure their own terminal condition,
no human can buy the remedy from God —
⁸the cost to procure it is beyond our means.
Nothing we could provide would ever cure our mortal state
⁹so that we would live forever and never experience death.



¹⁰For all can see that everyone dies —
the wise, the foolish and the thoughtless brutes —
everyone perishes and leaves their wealth to others.
¹¹Their inner thoughts (characters) are fixed
as their permanent state of being.
Though they claimed the earth as their own,
¹²their prized selfish — sin-infected — world will not last:
they will die just like brute beasts.
¹³This is the inevitable end for those who trust in themselves,
and of all who follow them and embrace their selfish ways.
¹⁴Like mindless sheep they are destined for the grave,
and death will consume them.

When the earth is made new,
the righteous — those restored to God's perfect design — will walk over their graves; their
bodies will turn to dust in the grave,
and they will never live in heavenly mansions.
¹⁵But God will heal my terminal condition and resurrect me from the grave;
he will most certainly take me to live with him.
¹⁶Don't be distraught when the selfish become rich,
when their estates become increasingly opulent and grand,
¹⁷for they will take nothing with them when they die —
their wealth will not follow them into the grave.
¹⁸Though they proclaim themselves fulfilled and triumphant —
and they are praised for their success —
¹⁹they will die like all the other selfish people before them;
they will never see the light of life again.
²⁰A person who is wealthy without understanding the reality of God's design is like the
mindless beast doomed to perish.

What do you hear in this psalm that is a lesson for today?

Do you hear messaging from certain groups in society today that is designed to incite jealousy, envy, make people feel it isn't right that some people have more wealth than they have? Do you hear messaging that is designed to inspire people with a sense of unfairness and inspire them to seek power in order to take from others rather than earn for themselves? When you hear this messaging do you see it inspiring love for the less fortunate or class division, resentment and hostility?

Selfishness leads to jealousy, envy, anger, and hate at not having as much as others, which leads to feeling one is being taken advantage of. It causes people to value this world and the wealth and possessions of this world more than the riches of God's kingdom—which are truth, love, freedom, and godly character. When people are filled with love of possessions and become envious and demand equality of stuff, what happens? Do we see people being uplifted, coming together in mutual love and respect or do we see people being destroyed?



This is a great trap of Satan which he has used successfully over and over again throughout human history; he incites the fearful selfish heart to become jealous and envious, to look at the world's wealth as the ideal, to accept the world's methods as right, to believe the lie that the-power-over-others method of domination, of imposed law and violence to force one's way is right. In Satan's world the strong survive and the weak die.

And Satan leads such selfish and envious people to use human governments to take from others in order to get for self—this is what all aristocracies do, what all Marxism does, what Socialism does, what Communism does, what Stalinism does—100% of the time when these principles are practiced in society the masses are exploited for the benefit of the few, but what makes this so evil is that the masses are hurt under the umbrella of the lie that they are being helped—that it is for their good. What makes it so diabolical is that the people themselves, by embracing selfishness, by embracing envy, are tricked into embracing these practices under the guise of doing good. It is a great deceit and it occurs because people have embraced Satan's law of me-first, of getting more for self, of jealousy, envy and that imposed law is how one gets righteousness. They don't actually love others functionally; they have not sought to live in harmony with God's kingdom and methods.

There are many compassionate people who get deceived into this destruction because they allow their feelings to rule them and don't understand how love actually functions; they don't understand the difference between God's law and the laws of this world and they go along with these destructive methods because they want to help the less fortunate. But they are the blind who are following blind leaders.

We have a higher calling—we are not to make the riches of this world our focus. We are to make God's kingdom, God's reality, God's methods the focus. We are to love God supremely and every human being as ourselves—as part of our own body—seeking their best, but always under the umbrella of God's methods and principles. It is only with God's methods that we find true unity, equality, and harmony.

But as soon as we try and achieve God's methods of righteousness through human governments, we corrupt the message, damage the mission and ultimately end up promoting Satan's methods and kingdom.

Read first paragraph, "As human beings..." this is so true, we are always learning and life teaches—the question is what are we learning?

Does the fact that we are always learning mean we are always learning truth?

Can we be lifelong learners and learn falsehoods?

What would you say would be keys to right learning?



Establishing the right principles for learning, having the right sources of truth and having mature teachers? What are the keys to having these?

- Understanding reality—the ways in which we learn. We learn by experience, we learn by instruction, we learn by doing, we learn by observing, we learn by worshipping, we learn by relationship (which is a form of experience).
- The integrative evidenced-based approach, which harmonizes Scripture, Science and Experience—separating these three threads opens the door to distortion and misunderstanding.
- Having the right worldview, lens through which to understand facts.
 - There are facts and there are interpretations of facts. The facts can usually be agreed upon, it is the interpretations that cause disagreement.
- Understanding God's law as design law and then identifying those laws and how they function. These become constants upon which we can take confusing pieces of data and test them, examine them, and draw reliable consistent conclusions.
- Understanding the nature and character of sin, as a condition of being out of harmony with God's design for life which damages the sinner and if unremedied results in death and not a legal problem.
- Understanding that we are finite and that truth is unfolding and we never arrive to a place that we stop learning.
- Trusting God as the source of truth and therefore studying and pursuing truth in any field of study with a heart humble before God seeking His enlightenment.

Methods of learning include:

- Receiving
 - Listening
 - Reading
 - Watching
 - But receiving can be done actively or passively
 - Passive: listening and accepting what you hear because you invest the source (speaker, author) with authority; my teacher said it therefore it must be true. I read it in a textbook or science journal therefore it must be true.
 - Active: hearing what someone is says or teaches, but thinking for yourself, examining the evidence for yourself, and only believing or accepting what is being taught when the evidence supports it and it actually makes sense.
- Participating
 - Discussion
 - Role play
 - Playing
 - This type of learning can be less obvious—people can be taught things without actually realizing they are being taught, without active thinking things through. This is how many people come to understand the imposed law lie about God's government, because all human systems operate this way. All games have made up rules and we accept them as right and learn that right and wrong is determined by the rules. Thus the focus of the play is on the specific game and learning the rules of the game, but one is also being



taught that right and wrong is determined by the rules and eventually outside rule-enforcers—referees, umpires, police, judges, God.

- Doing
 - Application
 - Practicing
 - Editing, rewriting, correcting,
 - Building
 - Teaching

In medical school they had the phrase, See One, Do One, Teach One.

Our lesson title is The Family, and we received this email recently:

We are so blessed to learn about God's design laws, Sanctuary, His character of love, His principles and methods from you. Thank you so much for bringing a greater understanding and love for God. I grew up in Church with the legalistic view of God.

By being legalistic while the children were growing up at home we have failed as parents. We should have helped them experience God! Although three of our children are professionals they are not interested in coming to Church. But since our understanding and attitude has changed they are still close in relationship to us. We gave them your books and encourage them to listen to your SS class. We pray for them, love them and remain helpful to them. We wait for the Holy Spirit to continue to work in their hearts as we did mess up totally.

But there is a lot of resistance from our Church members to study and see if what you are saying is right! One of them did started listening to you. We keep sharing these truths with our SS Class as it is vital and we hope one day they will be open to have you in our Church.

We want to let you know how much we appreciate your ministry. We enjoy SS Class discussions with all of the member's participation...

May God continue to bless your ministry that all will be enlightened and our Savior will come and take us home soon. We are tired of all the confusion and chaos here.

We pray for your ministry and for all of you who are participating and giving sacrificially.

Read second paragraph, which is a quote from *The Desire of Ages*:

From the earliest times the **faithful** in Israel had given much care to the education of the youth. [Do we do this today? If we are not giving care to the education of our children, would that mean we are not faithful? What is the purpose of the education of our children? What are the consequences of allowing the state to take over their education? If a person today has grown children, like our email above, and in their personal journey has come to new insights about



God should they look back on how they raised their children with guilt? Can they look back with regret or disappointment, but without guilt? When is guilt appropriate? When we knowingly do wrong. Can a person teach what they do not know? Can you teach your child Spanish if you don't know Spanish? Could parents in the 19th Century teach their children to floss their teeth? Why not? Because floss didn't exist and no one knew about it or its importance. Should parents, once floss was discovered and made available, look back and feel guilty they didn't know and teach this? We must not punish ourselves with false guilt for not teaching our children what we ourselves didn't know.] The Lord had directed that even from babyhood the children should be **taught of His goodness and His greatness, especially as revealed in His law**, and shown in the history of Israel. Song and prayer and lessons from the Scriptures were to be adapted to the opening mind. 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.** 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. DA 69.2

Teach our children of God's greatness and goodness revealed in His law and that the law is an expression of His character and when we receive it into our hearts the image of God is traced on mind and soul.

What do you hear in this?

What law lens? If you were raised, and always believed, that law means rules—imposed law like humans make, that require oversight and legal enforcement, does that impact what you teach your children? Does it create contradictions in which God is presented as something other than love, but at the same time you tell your children that God is love?

If we read this through design law, then do we find a perfect harmony—God as our loving Creator, who built reality for life, for our health, our happiness and deviations from those parameters injure us and require healing from God. But harmony with God and His law transforms us to be like Him.

Will our children receive this type of education—an education which centers on God and His methods and design—in public schools? Are there political movements that want to get rid of private Christian schools and mandate everyone get a public education? What might happen to private schools if the government could require students to stay home for a year or more and take online classes? Will parents continue to pay \$15,000 a year for their children to take classes on a computer? In fact, in some places in the US today private schools are struggling, some are closing because of the current government restrictions. Are the actions of the government merely designed to save lives, or are they malicious, calculated to destroy private schools and get our children into public schools for a socialist/humanist indoctrination? Consider the restriction of religious liberty being imposed by government—do you see Bible prophecy being fulfilled?

<https://www.masslive.com/news/2020/06/future-of-private-schools-in-question-with-wave-of-closures.html>



<https://www.baltimoresun.com/opinion/op-ed/bs-ed-op-0717-private-schools-trouble-20200716-j4lhjelbmrwfjkxvvyvibka6m-story.html>

Should we stand up and while not becoming political, should we voice opposition to practices that restrict religious liberty? Should we help people see that there is a consistent attack against religious liberty from the philosophy of humanism, evolutionism, and secularism?

One city in America, which is extremely “progressive” has restricted attendance in churches to 1 person at a time, while other businesses (barbershops, nail salons, day cares, stores) are not restricted in this way. Why such restrictions focused on houses of worship? Does anyone truly believe this is about protecting from a virus? Do you see the signs of the time?

<https://www.foxnews.com/politics/justice-dept-calls-on-sf-to-end-draconian-coronavirus-rules-for-houses-of-worship>

If you read my blog King of the South Versus King of the North—I take the position that these kings represent two philosophical forces—godless secularism as the king of the south and religious imperialism as the king of the north. The final movements are an attack from the king of the south, which enrages the king of the north to storm out against the king of the south destroying the king of the south. This would be the forming of the image of the beast of religious imperialism.

SUNDAY

Family first—all learning begins in the home.

Where do children learn to speak their first language? And consider this learning—

- Are we born genetically programmed to speak a certain language?
- Does anyone make the choice on which language they speak first?
- Can a person by force of will choose to start speaking a different language than their family?

Now consider this—this language we learn simply by our environment, that we didn’t choose, isn’t genetically programmed, we couldn’t avoid it, we simply assimilated it from our environment—and EVERYTHING we think is filtered through it. When we look outside and see an object with limbs and leaves we see a TREE we do not see a BAUM—which is the German word for tree.

Do you think English is the only filter we learn like this?

- What about the filter of who we are?
- How men and women treat each other?
- Whether people can be trusted?
- Whether we have value and are loved?
- What love is and how it functions?
- Whether there is a God or not?



- Whether God can be trusted or not?
- Whether people of other cultures and races are equal to us?
- Whether people of other religions are equal to us?

How do we learn such things? First—at home in what we experience, in how we are treated, in how we see others in the family and community treat each other, in how we see our parents live—not just what they say, but what they do.

Would this mean that there is a generational influence to education? In other words, what the parents know and live is passed on to the children. If the parents want to pass something different on to the children the parents must introduce something new into the home.

Consider immigrant families that historically required English to be spoken in their home by their children. Why did they do this?

Read fifth paragraph, “Christian education is a commitment...”

Educating families, where would such education take place?

Consider the list of things in this paragraph:

- Doctrine—which means teaching
 - Is there a difference between teaching a list of beliefs, a creed, a list of fundamental beliefs versus how to reason and think?
 - Are there some core beliefs, foundational to understand in order to learn how to discern, reason, think and problem solve? What are they?
 - God is love—and God loves you personally, individually and is your friend and will never forsake you
 - God is Creator and His laws are design laws
 - Teaching children God’s design laws as the child is able to comprehend
- Worship—is there a law involved?
- Instruction—method of teaching, how to teach whereas doctrine is what we teach
- Fellowship—is about relationship
 - Do we fellowship with everyone?
 - Do we let our children fellowship with everyone?
 - Where do we draw the line and why? What do we teach our children when we draw lines in regard to fellowship?
 - How do we set boundaries with people we don’t want our children to fellowship with while not introducing into our children ideas of superiority or inferiority?
- Evangelism—what is this? Is this sharing the gospel of Jesus or is this sharing the right Creed and getting people to join the right organization?
- Service—do we all give the same service? Why or why not?



The last paragraph points out that even in Eden, with perfect parenting, things don't always turn out well, it states: "Of course, as the story shows, a good education doesn't always lead to the kind of outcome that one would hope for."

Are parents responsible for how their children turn out?

This a critical point that many parents struggle with because of a Bible verse

Train up a child in the way he should go, and when he is old he will not depart from it.
(Proverbs 22:6 NKJV)

And many parents are taught that this is a promise that if they do a good job they will be guaranteed a good outcome. They are taught that if they teach them right then even though their children may stray, when they get older they will come back.

But if they don't, then the parent is left believing a lie that it must mean the parent did something wrong. And because we are all finite, we always will find new truths later in life we didn't know when we were younger; people who believe this view will turn on themselves and say "Its my fault, if I had only known this truth or that truth then my children wouldn't have left the church."

But parents are not responsible for how another human being turns out even their own children—**They are responsible for their conduct in parenting.**

The better translation of this passage is:

Train up a child according to his way, and when he is old he will not depart from it. (Proverbs 22:6 NKJV)

In other words, if you let the child dictate the terms of his rearing, what to watch, whether to go to school what to eat, whether to do chores, etc. you can be sure the child will be a self-indulgent out of control adult who doesn't have any capacity for self-control or handling life's stressors. This is not a promise that if you do a good job you get a good outcome, but if you do no job you get a bad outcome.

In the moving *The Miracle Worker* about Helen Keller, you see this in Helen before Annie Sullivan came into her life. The parents set no boundaries and let this child do whatever she wanted and she was more out of control that a family dog.

In truth, the Proverb can be translated either way, so which is right, how can we be sure that what I am saying is true? A perfect, flawless, sinless test case of a parent—God parenting Lucifer, and Adam and Eve—did God make mistakes and do things wrong? Did God get the outcome He wanted? So, the passage cannot mean we are guaranteed a good outcome, but a bad if we do not job at all.

Just consider all the influences beyond parental influences that can impact the outcome of children's lives.



MONDAY

The lesson focuses our attention on the little we know about the childhood of Jesus.

Read the third paragraph,

The child **Jesus did not receive instruction in the synagogue schools**. His mother was His first human teacher. From her lips and from the scrolls of the prophets, He learned of heavenly things. The very words which He Himself had spoken to Moses for Israel He was now taught at His mother's knee. As He advanced from childhood to youth, **He did not seek the schools of the rabbis**. He needed not the education to be obtained from such sources; for God was His instructor. DA 70.1

Why was Jesus not put in the parochial schools of His day?

Weren't the schools of His day in existence because God had instructed them to establish these schools?

Shouldn't a parent simply trust that the church school will give the child a proper education? What was wrong with the schools in Christ's day that Jesus was not to attend them?

They taught traditions of man over the truth of God! They indoctrinated into a false system of legal religion with all kinds of rules and did not teach the reality of God's kingdom.

Where could Jesus find the reality of God's law to study in addition to Mary sharing with Him the various Scriptures she had learned throughout her life?

- **Jesus followed the divine plan of education.** The schools of His time, with their magnifying of things small and their belittling of things great, He did not seek. **His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life—God's lesson books**, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart. – {Ed 77.2}
- **The great storehouse of truth is the word of God—the written word, the book of nature, and the book of experience in God's dealing with human life.**— {COL 125.2}

What method is this? The integrative evidence-based approach! Why is this the best method? Because God's law is design law, which is what reality operates upon and when we harmonize Scripture with nature and experience we avoid the imperial human law model—Satan's counterfeit.

This is critical—and you can see why those who teach the penal-legal lie are so insistent that Scripture be studied separately from science and experience.



The last paragraph states that there was much Mary and Joseph didn't understand about Jesus "because Jesus had knowledge and wisdom that had been imparted to Him only by the Lord."

What are your thoughts about this? I certainly agree that Jesus did have knowledge and wisdom imparted to Him by the Lord, no question about it.

But, does that mean that Jesus learned in ways that we cannot learn, or if it is true for Jesus it can also be true for us, that we can have knowledge and wisdom imparted to us directly from the Lord IF we also have a heart that loves God and is humbly seeking to be taught by God, and is faithfully applying to oneself what God has revealed and continues to use the methods and resources God has put in our lives? In other words, we don't neglect the Bible and insist God reveal things to us directly.

But, if we are humble and faithful, can we expect God and angels to reveal things to our minds?

Well, the author of *The Desire of Ages* thought so:

Every child may gain knowledge as Jesus did. As we try to become acquainted with our heavenly Father through His word, angels will draw near, our minds will be strengthened, our characters will be elevated and refined. We shall become more like our Saviour. And as we behold the beautiful and grand in nature, our affections go out after God. While the spirit is awed, the soul is invigorated by coming in contact with the Infinite through His works. **Communion with God through prayer** develops the mental and moral faculties, and the spiritual powers strengthen as we cultivate thoughts upon spiritual things. DA 70.4

TUESDAY

The lesson points out that teaching is communication—and communication is transfer of knowledge that occurs through relationship, which works on both an emotional level and personal one.

The lesson states a good relationship must be built. The lesson is definitely onto some principles of education—but the relationship doesn't have to be good to teach—it can be bad and still teach—but the quality of the relationship impacts what is taught.

Consider:

- Military training—are things taught? Do people learn? Are there relationships? Are those relationships always nurturing, positive, encouraging? Or are they sometimes hostile, critical, stressful, abusive even? Does learning take place? What kind of learning? Are there skills learned in such an environment that if one succeeds in the process strengthens them? But can people also be broken or damaged? Do both groups learn—those who succeed and those who wash out?
- Consider cult indoctrination—are there relationships involved? Does learning take place? But what kind of learning? What impact does it have? What is it designed to do? What methods are employed?



- In cult indoctrination (as well as gangs) one of the central, core, primary tools that is essential for their success is relationships. They use the power of peers, along with a controlled environment in which divergent views or perspectives are restricted, to break down the individuality and surrender thinking to the group norm and ultimately the cult or gang leader.
- Individuals with strong sense of self are not attracted to such groups and anyone who cannot be molded and have self surrendered will be terminated from the group
- Healthy use of these principles is as Jesus functioned, first having mature individuals who have a trust relationship with God and who understand God's design for life and the problem of sin in people, then who present the truth in love and leave others free. We love those who don't accept our views or the truth of God's kingdom, but it isn't possible for them to really unite with us in heart as long as they hold to principles outside God's design. So we intelligently keep healthy boundaries with people while we still love them and treat them with respect.

WEDNESDAY

Read first paragraph, "Parents have an awesome..." What do you think about the idea that if fathers are weak family, society and the church suffers?

What are the qualities that make for strong men in society and what factors would weaken them?

Is the modern feminist movement, what is happening in society today, healthy for families, healthy for women, healthy for men?

What is God's design for male-female relationships? Equality, Adam and Eve co-equals, two individuals united in love as one joint entity, neither ruling over the other and **united they are able to be more and achieve more than either could by themselves:**

- United their experience in love is magnified beyond anything either could do alone.
- Their ability to procreate and have children is only possible together.
- Their ability to learn, discern, develop, is expanded as they share their perspectives with each other.
- I believe their united selves also created strengths that neither would have alone—they are healthier. Research shows healthy marriages do convey physical health benefits compared to single people.

God's design builds up both parties to be more than either is alone—when God's principles are practices in the relationship. BUT when God's design, methods and principles are violated then injury and harm occur.

It is better to be single than to be married to the wrong person or be married to a spiritually emotionally unhealthy person.



God's design for marriage is warped, damaged, distorted in ways that injure both men and women by:

- Polygamy
- Male domination over women—women becoming property to be bartered by their father's to other men; women having no individual rights separate from what her husband grants her; women being physically, emotionally, spiritually, sexually abused by their husbands
- Women being denied education
- Women being denied liberty, free speech, or other autonomy
- Women being denied equal job opportunity—can't work in certain fields merely because of gender, not because of their ability, or being paid less than a man for the same work

To the degree initiatives work to restore God's principles of truth, love, liberty and equality they are healthy. So initiatives that give women rights of equality of individuality, freedom these are all healthy. But initiatives that go beyond this are damaging.

Is the modern feminist movement today seeking **only** to promote the equality of men and women? Or, is the modern feminist movement seeking to destroy maleness, masculinity?

I want to suggest that the modern feminist movement is a great example of how everything we pursue separate from God's design, law and principles will be corrupted and perverted. If we pursue converting people to Jesus Christ through the methods of the world we will not convert people to Jesus but will harm others as we coerce and force our way upon others. The principles of the world are the principles of imposed rules and laws that coerce and corrupt.

Let's examine and compare God's design with modern feminism.

Do you see messages in society that uplift maleness, masculinity, and men in general to see them be the most godly bastions of Christlike leadership possible, or is the messaging from feminism that maleness, masculinity is bad, abusive and something to be opposed—that if a man is leading women will be exploited?

Well just consider, did God make male and female and give men and women different, but complimentary qualities? If we dominate and suppress women, as has happened in the past, this damages, injures and corrupts, likewise movements that seek to correct the historic domination of women, by suppressing maleness will also damage and corrupt.

Which of the following is held up by feminism today as the greater ideal?

- Retain your virginity until you find a man to marry and then enter into a lifelong marriage OR your body is your own and have sex outside of marriage with anyone you please—male or female?
- Embrace your femineity and love others more than self by becoming a mother and live at home raising your children in goldy love with the support a godly loving husband OR seek to get the best career for yourself, don't sacrifice your career for a family, don't surrender yourself for others, get ahead in this world!



- Men have abilities, strengths and qualities that women do not have and they can do some things better than women and society functions best when we embrace and promote a healthy harmony of both male and female strengths in which they are united in love OR Men have nothing of any real value to offer and society and women would be much better off if men would simply withdraw from leadership and let women run everything?

What is a healthy message for Christians parents to teach their children about men and women, their roles, their place in society and the church?

THURSDAY

Read first paragraph, this is so important to never forget what God has done for us as a species, the history of His interventions as recorded in Scripture, but also for us individually. I love this quote:

We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history. 3SM 162

What does this mean to you?

Not only the actions of the Lord in the past, but the truths the Lord has revealed to us throughout history. Have these truths been forgotten? What about the truth of God's design law—and how accepting the lie of imposed law has caused us to forget the truth of what Christ achieved on the Cross and now it is taught in a penal legal lie that makes us forget the truth of God's character.

This is why the final message of mercy is the truth of God's character of love, which is the message of the 3 Angels of Revelation 14, which is also the righteousness by faith message.

The second paragraph points out that Israel was taught to teach their children the marvelous works of God among them and for them: For what purpose?

What if those works are taught to the children in a way that leads to "We are a special people from the rest of the world?" Could it lead to elitism, religious narcissism, exclusivism etc.?

So, what is the purpose of teaching what God has done in the past? To increase our faith in God of course, but does our worldview, our understanding of what God is accomplishing important to understand God's actions in the past?

Thus we need to teach:

- God's character of love—His design law of love, how God built life to function
- What sin actually is—deviation from God's design for life which is a terminal condition that needs healing by God



- That Jesus is the remedy that must come to Earth, He must become human or all humans are lost
- This then enlightens us to the OT as a war between Satan trying to obstruct Jesus becoming incarnate and God working to keep open the avenue for Jesus—the Jewish people then become the focus once God chose Abraham as the one that through his descendants the Messiah would come

FRIDAY

Read first paragraph, “Upon fathers...” Do you agree that many don’t consider the responsibility of parenthood before becoming parents?

What could we do to help this? Is the messaging of the godless modern society, humanism contributing to this?

Read and discuss questions

ANNOUNCEMENTS:

SHARING campaign. The first of every month we will be making available FREE resources for you to share in your community, with family, friends, pastors, church members. These resources will be free and shipped free to US addresses only and while supplies last. So follow us on Facebook and watch the first of each month as a new resource is made available.

October—Sharing Tracts: How To Resolve Your Feelings of Guilt; The Infinite Sacrifice of Christ; Overcoming Addiction Lasting Freedom; The Insidiousness of Sin and God’s Remedy; The Design Laws of God.

USE OUR WEBSITE STORE TO PLACE YOUR ORDER—DON’T SEND AN EMAIL!

Saturday, October 3, 2020! Come and Reason will be presenting a live in-person event at the Chattanooga Convention Center in Chattanooga TN! **Healing the Mind and Transforming the Character in a Broken World** is one-day event and will be packed with presentations by Timothy R. Jennings, Katie McPherson, Ben Bost and Kent Delhousaye. Join us to learn principles and strategies to heal the mind and heart from fear and habits that overrun our lives You’ll want to book your spot soon before the event is sold out-- lunch is included in this great price! Click [here](#) for more information.

October 10: We will have two classes doing lesson 3 & 4: We will start class at 9:25 and go to 10:25 and then restart at 10:35 to 11:35