



HOME  
LEADERSHIP

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## What is Home Leadership?

*Home Leadership* is a textbook compiled by the Department of Education at Eden Valley Medical Missionary Institute for the purpose of training homeheads. It was composed mainly from a series of classes by W.D. Frazee titled "Homeheading" and was originally a suggested curriculum for Outpost Centers, International (OCI) Leadership Training.

Homeheading used to be taught and practiced by several self-supporting institutions. It is the practice of families who would take students and new faculty into their homes and teach them the divine blueprint about how to lead a successful home after Heaven's order.

These principles apply to all who wish to conduct Christian homes according to the divine model. These principles apply equally well to those who want to understand the blueprint for Adventist institutions, since the Spirit of Prophecy counsels that our institutions should have a family-like atmosphere. Additionally, it is our hope that the reprinting of this textbook will inspire families and institutions to revive this Heaven-blessed practice.

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# Forward

Jesus' command is clear. He told us to make disciples: "Go ye therefore, and teach all nations..." (Matthew 28:19) While there are many churches and missionary training schools today that are seeking to fulfill the Great Commission, there is an area that I believe has been lightly treated, if not holistically disregarded—the subject of "home leadership."

The fact is, every disciple developed for the Lord has come *from* a home, and each, when finished with that training, will go *into* a home. Considering this, the question is: **Where is the first field that we should demonstrate our discipleship in winning souls to Jesus?** God does not leave us aloof to this question, for He has stated: "The restoration and uplifting of humanity begins in the home." (The *Ministry of Healing*, page 349) Even our Pattern, Jesus, began His ministry in the home before going abroad to minister to others. Notice: "Jesus is our example. There are many who dwell with interest upon the period of His public ministry while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth." (The *Desire of Ages*, page 74)

It is for this reason that I am so grateful to God for a textbook like *Home Leadership*. In it, you will see the inspired keys on how to run a home, a missionary training school, and a church in the path and pattern of Jesus Christ in developing leaders that, by God's grace, will "finish the work" in this generation.

Satan is on the attack, especially targeting families in the remnant church. It is my belief that if the teachings contained in this book are faithfully studied and practiced it will create a holy barrier against the devil and his tactics, preventing him from gaining advantage over us.

We are grateful that we at Tekoa Missions have decided to make this book and its teaching a part of our curriculum in training missionaries, yea, leaders, for the kingdom of God.

May you be blessed as you read and keep the sayings contained in this book.

Maranatha!

Dwayne Lemon  
Director of PTH Ministries  
Co-Director of Tekoa Missions

# Introduction

*Home Leadership* is the result of many years of experience, study, and research involving several teachers and administrators, plus the combined efforts of a team of workers who have sought to compile the material and arrange it in a simple, easy-to-use format for both teachers and students.

This textbook is designed to serve as a guide for study and presentation. It is not intended to be an exhaustive exposition on any one subject. Instead, our aim for each lesson has been to achieve balance within each topic discussed, rather than length. We have sought to stay in the path of brightest "light" and to avoid "gray" areas.

## **Why is Home Leadership Number One?**

The following reference taken from *The Ministry of Healing*, page 349, answers this question best: "The restoration and uplifting of humanity begins in the home. The work of parents underlies every other. Society is composed of families, and is what the heads of families make it. Out of the heart are 'the issues of life' (Proverbs 4:23); and the heart of the community, of the church, and of the nation is the household. The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences."

## **Features of This Textbook**

The lessons are primarily composed of Bible texts and quotations from the Spirit of Prophecy (the writings of Ellen G. White), for we believe that "Man's words, if of any value, echo the words of God" (*Counsels to Parents, Teachers, and Students*, page 423).

To stimulate discussion and further study, questions are asked, comments are made, and illustrations are given. Also included are Memory Gems and suggested Additional Readings.

Points, Questions, Thoughts, and Discussion Questions occur throughout the textbook. The Points and Questions are intended to aid the reader in discovering the main points of the references. The Thoughts and Discussion Questions are designed to encourage discussion on the given topics. Answers to the Questions are sometimes already provided below them. Otherwise, sufficient space is provided to write the answers.

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When considering format and vocabulary, we tried to keep in mind the factors necessary for smooth and easy translation into other languages.

### **How to Use This Textbook**

There is generally more material in each lesson than can be presented during a single class period. Therefore, the teacher has the opportunity to select those references and points believed to be the most appropriate for the class.

We recommend that each student have his own copy and study each lesson before it is discussed in class. This plan tends to increase **active discussion during the class session, and to be more beneficial** than the usual lecture by the teacher and note-taking by the students. Also, we believe this method will better prepare the readers to teach these truths to others.

The Additional Readings are helpful for more in-depth study for the teacher and ambitious students. The Memory Gems are for all students. Of course, the more study that is done before class, the **more interesting and beneficial this course will be for all participants.**

### **The Desire of the Compilers**

In drawing from a wide variety of sources and people, it has been our goal to:

- make this guide interesting and helpful for everyone
- provide readers with comprehensive and balanced studies on this vital topic
- help readers to more readily present these marvelous principles to others
- have our total church work strengthened as these materials are translated into other languages, and as young people and families gain an experimental knowledge of the fundamental principles contained in this book

The Department of Education  
Eden Valley Medical Missionary Institute

# ACKNOWLEDGEMENTS

Material for this book was gleaned largely from studies that are Bible-based and rich in the Spirit of Prophecy – studies given by W.D. Frazee, Helen Frazee, Wayne Dull, and Jan S. Rustad.

We at W.D. Frazee Sermons echo the words of the original compilers at Eden Valley Institute in acknowledging indebtedness to Christ, the great Master Teacher. “Every gleam of thought, every flash of the intellect, is from the Light of the world.” *Education*, page 14.

We wish to thank the typists, cover and layout designers, proofreaders, and the many prayer warriors for their part in making this reprint a reality.

## KEY TO ABBREVIATIONS OF E.G. WHITE BOOKS

AA	<i>The Acts of the Apostles</i>
AH	<i>The Adventist Home</i>
CD	<i>Counsels on Diet and Foods</i>
CG	<i>Child Guidance</i>
CH	<i>Counsels on Health</i>
COL	<i>Christ's Object Lessons</i>
CS	<i>Counsels on Stewardship</i>
CT	<i>Counsels to Parents, Teachers, and Students</i>
DA	<i>The Desire of Ages</i>
Ed	<i>Education</i>
Ev	<i>Evangelism</i>
EW	<i>Early Writings</i>
FE	<i>Fundamentals of Christian Education</i>
GC	<i>The Great Controversy</i>
HP	<i>In Heavenly Places</i>
MB	<i>Thoughts From the Mount of Blessing</i>
MH	<i>The Ministry of Healing</i>
ML	<i>My Life Today</i>
MM	<i>Medical Ministry</i>
MYP	<i>Messages to Young People</i>
PK	<i>Prophets and Kings</i>
PP	<i>Patriarchs and Prophets</i>
SC	<i>Steps to Christ</i>
SD	<i>Sons and Daughters of God</i>
1SM	<i>Selected Messages, Book 1 (2SM for Book 2)</i>
1T	<i>Testimonies for the Church, Vol. 1 (2T, etc., for Vols. 2-9)</i>
TM	<i>Testimonies to Ministers</i>
WM	<i>Welfare Ministry</i>

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# Lesson 1

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## *The Importance of the Home*

### CHARACTER TRAINING

Ed 225 — Character building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous: never before were young men and young women confronted by perils so great as confront them today.

*Question:* What is our “most important work”?

### The First Years of a Child

*Question:* Where and with whom is character building best done?

CG 193 — It is during the first years of a child’s life that his mind is most susceptible to impressions either good or evil. During these years decided progress is made in either a right direction or a wrong one.

CG 198 — Oh, that they might realize that the bias which is given to a child in its earliest years gives a tendency to character and shapes the destiny either for eternal life or eternal death!

CG 194 — Mothers, be sure that you properly discipline your children during the first three years of their lives. Do not allow them to form their wishes and desires. The mother must be mind for her child. The first three years is the time in which to bend the tiny twig. Mothers should understand the importance attaching to this period. It is then that the foundation is laid.

CG 193 — Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming character than all that it learns in future years.

*Historical Examples:*

- *The Heritage of Napoleon:* The character of Napoleon Bonaparte was greatly influenced by his training in childhood. Unwise instructors inspired him with a love for conquest, forming mimic armies and placing him at their head as commander. Here was laid the foundation for his career of strife and bloodshed. Had the same care and effort been directed to making him a good man, imbuing his young heart with the spirit of the Gospel, how widely different might have been his history. (CG 196)
- *The Downfall of Hume:* It is said that Hume, the skeptic, was in early life a conscientious believer in the Word of God. Being connected with a debating society, he was appointed to present the arguments in favor of infidelity. He studied with earnestness and perseverance, and his keen and active mind became imbued with the sophistry of skepticism. Ere long he came to believe its delusive teachings, and his whole afterlife bore the dark impress of infidelity. (CG 196)
- *The Influence of One Act Upon Voltaire:* When Voltaire was five years old, he committed to memory an infidel poem, and the pernicious influence was never effaced from his mind. He became one of Satan's most successful agents to lead men away from God. Thousands will rise up in the judgment and charge the ruin of their souls upon the infidel Voltaire. (CG 196)

**The Possible Result of Even One Wrong Act**

ML 322 — By a momentary act of will you may place yourself in the power of Satan, but it will require more than a momentary act of will to break his fetters and reach for a higher, holier life. The purpose may be formed, the work begun, but its accomplishment will require toil, time, and perseverance, patience, and sacrifice. The man who deliberately wanders from God in the full blaze of light will find, when he wishes to set his face to return, that briars and thorns have grown up in his path, and he must not be surprised and discouraged if he is compelled to travel long with torn and bleeding feet. The most fearful and most to be dreaded evidence of man's fall from a better state is the fact that it costs so much to get back. The way of return can be gained only by hard fighting, inch by inch, every hour.



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## Special Promises to Parents of Wayward Children

Isaiah 49:25

CT 198 — The wisdom of God, His power, and His love are without parallel. They are the divine guarantee that not one, even, of the straying sheep and lambs is overlooked, not one left unsuccored. A golden chain – the mercy and compassion of divine power – is passed around every one of these imperiled souls.

## The Reward of Hannah

CG 197 — Opportunities of inestimable worth, interests infinitely precious, are committed to every mother. During the first three years of the life of Samuel the prophet, his mother carefully taught him to distinguish between good and evil. By every familiar object surrounding him, she sought to lead his thoughts up to the Creator. In fulfillment of her vow to give her son to the Lord, with great self-denial she placed him under the care of Eli the high priest, to be trained for service in the house of God. ... His early training led him to choose to maintain his Christian integrity. What a reward was Hannah's! And what an encouragement to faithfulness is her example!

## **THE WELL-BEING OF SOCIETY, THE SUCCESS OF THE CHURCH, THE PROSPERITY OF THE NATION**

MH 349 — The restoration and uplifting of humanity begins in the home. The work of parents underlies every other. Society is composed of families, and is what the heads of families make it. Out of the heart are "the issues of life" (Proverbs 4:23); and the heart of the community, of the church, and of the nation is the household. The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences. (Also in AH 15)

*Question:* What, then, would be Satan's number one target in our society, in our nation, and in our church?

**Facts:**

- The U.S.A. is rapidly going down. This is largely because of the degeneration of its homes.
- In 1980, there was one divorce for every three marriages. The estimation is now one in every two.
- In 1980, the divorce rate in Los Angeles was 50%. More recent statistics show it at a staggering 75%.

**Outside Elements Destroying the American Home:**

- *Electronic media.* Crime and immorality can be seen and heard at any hour via television, radio, movies, and the Internet.
- *The printed page.* Fictional, infidel, and pornographic literature can be purchased by children as easily as a stick of gum.
- *Dating and loose morals.* There are very few restraints placed on the youth today. A young person without a boyfriend or a girlfriend is sometimes considered mentally and physically "odd."

**Conclusions:**

- Broken homes cause broken hearts and scarred characters.
- The success of the Advent Movement rests largely with the strength of its homes.

**WHO CONTRIBUTES TO HOME LEADERSHIP?**

*Thought:* Every member of the home exerts an influence – parents and homeheads on children and students, and vice versa; older students on younger students, and vice versa; students on children, and vice versa.

Each member, whatever age, affects all the other members. None of us is to be an island unto himself.

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## WHAT MAKES UP SOUND HOME LEADERSHIP?

- The ability to discern the needs of the home, and the needs of the members of the home.
- The initiative and wisdom to meet those needs.

## THE PLACE OF THE HOME IN HISTORY

### A Genealogy of Christ

Luke 3:23, 38 — And Jesus . . . the son of Joseph, . . . Adam, which was the son of God.

*Points:*

1. Jesus came as a member of the human family.
2. The human family, with Adam as their earthly father, is to be a part of the family of Heaven, with God as their Heavenly Father.

### A Look in Eden

Ed 33 — 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.

Ed 20 — The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime. As an illustration of its principles a model school was established in Eden, the home of our first parents. The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students.

## Features of the Eden School

### 1. *Located in a garden*

Application today: By being located in the country, our “garden” may provide a place to work, to learn, and for enjoyment and recreation.

### 2. *Nature – the lesson book*

Application today: This is only possible in a country setting where there is a picture on every page.

Excellent material on the subject:

“Other Object Lessons,” *Education*, pages 113–120

### 3. *God as the Instructor*

Application today: By using the Bible and the Spirit of Prophecy, by being open to His providences, and through our daily experiences, God can be our “Instructor.” (Isaiah 54:13; John 6:45)

### 4. *Parents as students*

Application today: To the child, parents stand in the place of God. But parents need to remain as students in the school of Christ.

## The Patriarchal Period

Ed 33–34 — 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.

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*Discussion:* Contrast the setting of the home of those who followed God and those who departed from His direction.

### **God's Plan of Education for Israel**

Ed 34 — This (the education centering in the family) was the method of education that God desired to establish in Israel.

### **A Problem in Israel After Leaving Egypt**

Ed 34 — But when brought out of Egypt there were among the Israelites few prepared to be workers together with Him in the training of their children. The parents themselves needed instruction and discipline.

### **The Problem and Its Solution in Israel During the Time of the Judges**

Ed 45–46 — God's plan (of education) was but partially and imperfectly fulfilled. By unbelief and by disregard of the Lord's directions, the Israelites surrounded themselves with temptation that few had power to resist. ... 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. To meet this growing evil, God provided other agencies as an aid to parents in the work of education. ... For the training of such a class of teachers (that could instruct the people in the works and ways of God), Samuel, by the Lord's direction, established the schools of the prophets.

#### *Questions:*

1. What is the problem and solution today?
  
2. Do not most parents today lack "training" and "discipline" and/or time for their children?

## The Ideal Plan Today

Ed 20 — The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime.

Ed 33 — The system of education established in Eden centered in the family. ... Theirs, in the truest sense, was a family school.

### WHAT THE HOME SHOULD TEACH

1. *Duties of daily life*: cooking, cleaning, sewing, maintenance, gardening, budgeting, and child training.
2. *Healthful living*: nutrition; proper habits such as order, cleanliness, and regularity; physiology and hygiene; and natural remedies.
3. *Social relations*: proper associations and how to get along with others.
4. *Evangelism*: how to establish and maintain a personal relationship with Jesus, how to be a missionary in the home, and how to share our experience and knowledge with others.

### PLANS FOR HOUSING STUDENTS

A school may provide a variety of living facilities for its single students. Most schools have chosen to build dormitories, the **student capacity generally ranging from fifty to several hundred**. The cottage plan is one used by a few schools. The students live in a large house with an older student or single staff member in charge, and everyone eats in a centralized dining room or cafeteria. A small number of schools place their students in homes associated with a staff family.

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Contrast the advantages and disadvantages to staff and students of these three student living facilities.

*Dormitories* (both small and large):

*Cottages*:

*Homes*:

MH 203 — He [God] who made us ordained that we should be associated in families, and the child nature will develop best in the loving atmosphere of a Christian home.

### **JESUS AND US AS A TEACHING TEAM**

Matthew 28:18–20 — And Jesus came and spake unto them, saying, “All power is given unto Me in heaven and in earth. Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you alway, even unto the end of the world. Amen.”

#### **A Very Important Point in This Course**

Before we participate in the gospel commission, it would be well for us to have an understanding of the divine call. Likewise, the privilege and responsibility of becoming a homehead (in charge of a student home) needs to be discerned as a divine call.

## THE HISTORY OF GOD'S PLAN FOR THE HOME, IN SUMMARY

In the Garden of Eden and during the time of the patriarchs, it was God's plan for there to be "family schools."

This would still be the best plan today if the parents were qualified and had the faculties and time required.

But, as when Israel was leaving Egypt, most parents today lack "instruction" and "discipline" and time; therefore, God has established an alternate plan – that of school homes.

So, for the young person needing training outside of the home, God's best plan is for him to be a part of another family; and for families, though not too many, to make up the "school family."

### FINAL DISCUSSION QUESTIONS

1. Should we ever be satisfied to follow a plan of education and life without support from the Bible and Spirit of Prophecy?
2. As I take an honest look into my home or into my involvement in a home, is the Lord seeking to elevate the standards and goals of my home?

### Additional Reading:

"Atmosphere of the Home," *The Adventist Home*, pages 15–20

"The Eden Home a Pattern," *The Adventist Home*, pages 25–28

### Memory Gems:

MH 203 — He who made us ordained that we should be associated in families.

MH 349 — The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences.