



# The Christian Curriculum Workshop

## VIDEO #2 Distinctively Christian Curriculum

*Transcript from video with  
Kevin Swanson, Generations*

**Daniel:** Folks, welcome back to the Christian Curriculum Workshop. I hope you enjoyed the first video. And we're gonna dive in deep into our second topic for this workshop which is distinctively Christian Curriculum, how does discipleship in education actually work? We wanna get into the details of the practicalities of how you apply the principles that we talked about last session in the day in and day out experience of homeschooling. Again, I'm Daniel Craig, and I'm joined here by Kevin Swanson, founder of the Christian Discipleship Curriculum Project. Kevin's the director of Generations, and also the author of multiple books including "Upgrade: 10 Secrets to the Best Education for your Child." So what are we trying to accomplish in this workshop? Very simply, we want to help you implement a biblical model of education truly distinctively Christian model of education in your family, so that you can parent confidently knowing that you're being faithful to what God wants for you, from you, as a parent and preparing your children for life and eternity.

**Daniel:** Again, as we discussed as a parent, you wanna know that you're doing your job well. You don't wanna find out when your kids are all grown up that you were doing it wrong. And so, in our first video of this workshop, we gave you a flash overview of the Four Pillars of Christian Education, and showed you how to use them to evaluate what you're doing well as a parent, and what you might want to change. And so, we appreciate you joining us for that last video and sharing your comments. And in this video, we're gonna show you how to implement those four pillars into some of the most worldly intensive subjects in homeschooling, history, literature, and science. And specifically, if you ended the last video thinking to yourself, "This all sounds great, but I just don't know how to do it." We're going to help you get rid of that feeling of confusion in this video, and to give you some practicalities to actually to be able to take action on what we're talking about. If you haven't watched that first video, I'd encourage you to pause this one, go watch the first one.

**Daniel:** You'll need that foundation in order to really understand what we're gonna be covering in today's session. So before we jump in, I wanna recap the big goal here. What does God actually want? What is God's objective for us as parents, for our children? We talked in the last video a little bit about some of the false beliefs that are out there, and that I think we sometimes adopt as parents, that all education is safe, that education is all about success, that education is just secular, and that education is all about smarts. So Kevin, as we get started here, let's contrast to those false beliefs and throughout what again are God's goals for education.

**Kevin:** Well, our God's goals for education is that we seek the kingdom of God and his righteousness first. That we do everything to the glory of God. Even whether we're eating or drinking, I mean just the menial things of life, God wants us to do it to the glory of God and wants our children to glorify God in the geography classroom, and the history and the literature. He wants everything to the glory of God. We want our children to praise God, to worship God, to be thankful to God for all that he has done, in history and science, and the world around, in their own life, their own body, they want to glorify God, and we want to train them to that. And that they seek the glory of God, and they seek the kingdom of God, and that they also are trained in faith. Faith is so essential. We want our children to be men and women of faith. It's interesting that the Apostles Peter and John were considered illiterate and guys that had not been to the seminary in Jerusalem.

**Kevin:** So that's the way the Saint Hebron viewed Peter and John in the Books of Acts, but they knew one thing, that they had been with Jesus, and that's because they're men of conviction, men of faith, men who believe in the power of God, men who had experienced the power of God in their own life. Isn't that what we want with our children?

**Daniel:** Yeah.

**Kevin:** It's a different mindset than the mindset that says, "Just stuff a bunch of facts in their heads and maybe they'll get into Harvard, maybe they'll get a good job, and make a whole bunch of money." That isn't the essential desire and goal that God has for our children, or the goals that we should have for our children. It should be to seek the glory of God, the kingdom of God, and a life of faith.

**Daniel:** That specific verse I think you're referring to says, "They realized that these men were common and unlearned men, but that they had been with Jesus."

**Kevin:** That's correct.

**Daniel:** Can we ask for anything else to be said of our children than that?

**Kevin:** Amen. That's right. Amen.

**Daniel:** Alright. Well, thanks for the recap. We're gonna dive in now. I want you to spend a little time unpacking the Four Pillars of Education just at a high level: Family discipleship, biblical worldview, best books, best teachers, and fourthly, worship in life application. And then we're going to apply these principles to the topics of literature curriculum, history curriculum, and science curriculum. So family discipleship, biblical worldview, best books, best teachers, worship in life application, what are we talking about?

**Kevin:** Well, we're talking about God's word. We're talking about Deuteronomy 6:7, Ephesians 6:4. What does God want for the education of our children? These are the basics, these are the obvious things, have parental involvement, family discipleship, dad opening the word of God, sharing the word of God with the kids, that's core. That's absolutely essential. If that's not there, then we haven't even begun with the education of our children. So family discipleship element is so important, I mean that is... Dads, teach your children God's word, not just in the house, as you walk by the way, as you rise, as you lie down. Fathers, bring your children up in Nurture and the Admonition of the Lord. Family discipleship is so essential for a Christian education. Biblical worldview basically is just being sure that you got the right foundation for your children's education.

**Kevin:** What you find in Proverbs 1:7 is the beginning of knowledge is the fear of God. And you see that all the way through scripture, you see that from the beginning to the end, the fear of God is the beginning of knowledge. In fact, Solomon ends the entire Book of Ecclesiastes with the whole conclusion of the matter, and that is to fear God and keep his commandments. So if the wisest man in the world came to that conclusion, and if God impresses on us the importance and the foundational importance of the fear of God in this quest for knowledge, then we need to keep that right there at the foundation of all learning, all education for our children as well. So really a Biblical worldview has to do with the a knowledge of God, the presence of God, the importance of God, the significance of God, the creator work of God, the providential hand of God in science, in history, and just the fear of God, ultimately, it needs to yield the fear of the reverence, the sense of the awesomeness of God in the minds of our children.

**Kevin:** That's biblical worldview at the foundation. And that needs to be shot through our children's curriculum. And then we have the best books and best teachers. And the best book and the best

teacher is the word of God. Let's start there. The best book is the Word of God. Let's be sure that our children know the Word of God, inside and out. In fact, the church fathers said, "Hey, don't waste your time studying Homer," or "Don't waste your time studying the Greeks. Please don't do that." This is what Jerome said. This is what guys like Augustine said. This is what Didascalica Apostolorum said, "Start with the word of God. Be sure your children know the book of Psalms inside and out. They've memorized all 150 Psalms. Make sure they've read the book of Proverbs.

**Kevin:** You want history? Give them the book of Genesis, Exodus, Samuel, Kings and Chronicles. And of course, Matthew, Mark, Luke and John. Give them the Bible first and foremost, best books, best teachers. And the temptation of course, is to give our children the teachers... The bright teachers, the teachers that are considered all inspiring the minds of the great empires and the ungodly systems of the world. But we're not to do that. We're not to give our children first and foremost, the ungodly teachers. Jesus said, "Sit your children at the feet of the teacher. They will be like their teacher."

**Kevin:** That's what happens when children sit at the feet of these great philosophers, who come from the humanist Greeks to the humanist Romans to the humanism of the modern day. You set your children at the feet of these great humanist thinkers, before you know it, they will think like those humanists. As Paul says in Colossians 2:8, "They will be robbed of the faith of Jesus by these philosophers and by the basic principles of these other worldviews. So let's be careful. We don't give our children the great books. Do not give your children the great books. First and foremost, give your children the best books and the best teachers, and that is the Word of God and the great Christian authors of the day. And we go back to Augustine.

**Kevin:** And we can talk about John Calvin, Martin Luther, John Bunyan, and others, and we incorporate that into some of the things that we present as well. And then the fourth is that this education needs to yield something. The idea of just knowing, without doing is antithetical to a scriptural view of education. It is absolutely to be rejected and repelled by every Christian parent and every Christian pastor and teacher. We absolutely must not allow for our children to see education or something where they just stuff their head full of facts about algebra and a head full of facts about Caesars and the Spanish Empire, and the English empire. You just stuff their head full of facts and walk around with this big fat head of pride because they know all this stuff. That should never, never be the case. In true education and Biblical education, they absolutely must respond to this knowledge by worshipping God.

**Kevin:** Falling down on their faces and lifting up their hands and praising and worshipping the true and living God for his awesomeness and the universe that he's created and the history that he presents. And then life application as well. James 1 says that you should not just know the word, but do it. As they study the Word of God, they should be doers of the word, not hearers only. As they study science and math, they should be doers of this word and not hearers only. There should be life-application and worship as a result of every lesson they study in math and science, and history. You see, ultimately our education must be practical. There must have a practical application. Otherwise, they're going to have a knowledge that puffs up, instead of a love that edifies. And so there's so much of education that's utterly disruptive. Utterly destructive.

**Kevin:** It's the most horrific thing a parent could ever think of, to subject their children to an education that is rooted in pride, that does not root itself in the fear of God, and does not yield worship and true life application. You see our system of education is much, much different than

what you see in the public schools... The government schools, where it is against the law to pray, it's against the law to fear God, it's against the law to worship, it's against the law to bring God into it and to acknowledge the creator in the public school classrooms as a result of the 1987 Supreme Court decision. You see our approach to education, is radically different, night and day...

**Daniel:** Very diverse. Yeah.

**Kevin:** With the secular classrooms.

**Daniel:** Well, hold on folks. This is about to get a lot more radical, because we're gonna apply these four principles to the areas of literature, and history and science. 'Cause a lot of us have this idea that a Christian education is a matter of just praying in the classroom. That's good. It's not just that though. Some of us might think that a Christian education is just expunging evolutionary ideas from our textbook. That's good, but it's not just that. It's actually bringing the reality of God to bear on every aspect of human experience that we study in math, science, literature whatever you have. We're gonna tie these principles now to the area of literature. Kevin walk us through: Family discipleship, biblical worldview, best books, best teachers, worship and life application, how do those apply to the subject of literature?

**Kevin:** Well, let's talk about family discipleship. Family discipleship involves a relationship and repetition. You're with Mom and Dad throughout the day, every day for 5, 10, 12 years. This is called relationship. And it's hard for some. We talk about relationship and how it can be difficult, 'cause we run into each other sins and we have to ask for forgiveness, and so we have to learn to love each other in this relationship and such. But relationship is so important and it's important to God. And this idea that your children are to sit at the feet of anonymous teachers and different teachers every year, every class, every hour is antithetical to the biblical concept of discipleship. The discipler gets to know his student.

**Kevin:** The discipler gets to love his student and they build a relationship. And so it's more of about relationship and repetition, and real life change and retention. But this comes by relationship. They retain because they're in relationship. They retain because they're in repetition. They repeat the same lessons over and over from various angles, but they just keep going over the same material with the same procedure year in and year out and that's the way it works, as opposed to careful organization material, heavy duty structuring, cramming for tests and testing. That's the other model. This model is more... Jesus didn't have tests.

**Kevin:** He didn't have massively structured lessons, he didn't have systematic theology and the history of the church and homiletics, very structured, very organized. That's not the way that Jesus teaches. So this is got to be a Copernican revolution or reformation the way that we educate our children. Remember, it's not this heavy duty organizational approach, it is a long-term relationship's repetition and that makes the differences. This involves a lot of reading out loud. This involves a lot of reading together. I've read...

**Daniel:** Discussion.

**Kevin:** Discussion back and forth, right. Some call it the Socratic discussion, but really it's the opening up of the discussion and asking questions, answering questions mostly orally. That's really the core of this education. Not to say that you don't do a few workbooks, but it's not a workbook

heavy approach, it's a relationship, it's a repetitious thing, it's reading out loud. That's really the core of a discipleship approach to education. And I hope parents begin to understand this and its of course a cross-age thing too, you can read a book out loud and four children at different age levels can participate in that and so forth. But when it comes to literature and family discipleship, God wants moms and dads to disciple their children as they read out loud and apply these things to their own spiritual lives. And one of the examples I would give you, I think this is really key much of Christian literature and reading and worldly reading involves what we call worldly moralisms, and so there's a moral to the story. You think about Aesop's fables, you think about some of the 19th Century Victorian books, the Greeks and such, you always end up with a moral of the story, do this, do that etcetera.

**Kevin:** But you know, if you come at it from a Christian perspective and a Christian discipleship perspective, you find that there is a faith and works distinct but on separate relationship. It's not always do this, do that, don't do this, don't do that. It's first and foremost, we're sinners here. Children are sinners. The child in the story sinned and it's not that he's gotta correct that all by himself and then start living a more moral life himself, which is really the way the moralistic approach takes it, but rather it's to talk about that sin and say, "You know what Jesus came to die on the cross for our sins, and we need God to come and redeem us from our sins, and once God comes and redeems us from the bondage of our sins, now we keep his commandments." You see, so that there's this faith element, there's this God element that has got to play in, it's not just some, "Hey, be moral. Shape up kid, what's wrong with you?" That's a humanistic approach to morals.

**Daniel:** Yeah.

**Kevin:** The Christian approach to the story is that yes, we're sinners, but Jesus came and died on the cross for our sins, redeems us from the bondage of our sins, and now releases us from sin such that we can keep his commandments. So you see your theology matters, your worldview matters, you disciple your children in these things, and so you have to be watching for this sort of thing. Our children cannot just fix themselves, they need God to fix them. Sometimes children in the stories, this is especially true of 19th century stories, Christian stories, children are presented as innocent and sinless, and that, of course is even worse because no, they're not innocent, they're not sinless. They do sin and they need Jesus to save them from their sins by his atoning work on the cross. So again, do you see how it's important?

**Daniel:** Yeah.

**Kevin:** For parents to interact with that story and then disciple their own children along those lines.

**Daniel:** Before we jump into the biblical worldview pillar, as you're talking here, I'm having these light bulb moments and of them is if we get this right, this literature education is essentially discipleship fodder, it's fodder for discipleship. And so much of I think the way we think about literature is I'm gonna have my kids read English lit, so that they can pull out a few quips from English literature in their papers and maybe in their speech and debate, they can sound really smart because they've read up on these great people and how they turn a phrase and I'm gonna expose them to all of these different styles of writing. What you're telling us is no, it's actually about the content of these literature works that God can use to radically transform by his grace, the hearts and minds and lives of our children to raise them as Godly young men and women for his kingdom.

**Kevin:** It turns out that education, it turns out that education is... That education is discipleship.

**Daniel:** Yeah.

**Kevin:** You see.

**Daniel:** Yeah.

**Kevin:** You're confused like what? You mean you're discipling, like Jesus' disciples in the history class and literature class? Yes, yes, yes, that's it.

**Daniel:** You know, and we had someone write in that illustrates this point exactly. He was going through a literature course that we published that includes John Bunyan's *Pilgrim's Progress* and God used this literature course to radically transform this young man's life and save him was his testimony and convert him. And I think some of us maybe like myself, who are still steeped in the secular way of thinking I'm like, "Wow, it's amazing what God can do even with a literature course," and what you're telling us no, this should be every day, that as they're reading the works of these Godly men and women, that by God's grace as parents apply this through discipleship, children's hearts and lives will be transformed.

**Kevin:** We had another mother tell us, there's a homeschool mom, she said three of her children were converted as they were reading through *Pilgrim's Progress*. Three were converted while they were reading through our literature course. So it's interesting how families are getting it, they're getting it. Yeah.

**Daniel:** Okay, biblical worldview in literature.

**Kevin:** Okay, let's go on. And a biblical worldview again, it has to do with the foundations underneath. And the answer to the question, "Does this author fear God?" is important. Now I realize there are other aspects to a biblical worldview. There's God is sovereign, we have sinned against him, we need a redeemer in Jesus and so forth. So but does the author fear God is a really basic worldview question, you can't just read the book or gloss over it and understand the answer to that question very easily. And that's why it's important to know that the author is a Christian or at least one who professes to be a Christian. You see, I think that's important that you know that that person lived and died a Christian.

**Kevin:** And so you can assume that their worldview is right, and they feared God. Knowing their profession, knowing their biography, knowing their life is important. I break that out in my book *Apostate: The Men Who Destroyed The Christian West*. So many literary giants like Mark Twain and others did not respect God, did not fear God. And so, the question, "Does John Bunyan fear God?" is an important question before you introduce that to your children. Does Mark Twain fear God? Is a good question. Sometimes we sense the pride or the humility of authors, and we ask the question, "Is God important to him, or is man important?" What's the focal point, is this man-centered or is this God-centered? Now, we're not just counting cuss words. That's one indication, but it doesn't always get to the foundation. A book might not have any curse words. And yet still, the author has radically anti-Christian, anti-God worldviews.

**Kevin:** Remember, it's not just the superfluentials. But it's the fundamentals that matter when it comes

to the authors that we're reading. So you can quickly sniff out a worldview sometimes by looking at the interaction, the philosophical statements of the wise guy or the mentor figure in the story. There's always the Yoda in the story that shares the worldview of Star Wars or what have you. So you can pull it out from time to time and get right to the core of what kind of worldview, what kind of metaphysic, what kind of anti-God, or pro-God or trinitarian and unitarian worldview is being conveyed. I think you should keep an eye out for the fellowship within the unfruitful works of darkness as well. You don't want to immerse yourself in the foul and depraved aspects of human nature. And this tends to be what a lot of the great literature giants do is they're really good at defining, describing man in his most horrific character. And so that becomes good literature, if you can...

**Daniel:** It's authentic.

**Kevin:** Yeah, yeah. 'Cause it's authentic and it's a true representation of the sewer, the horrible, wicked condition of the human heart. So you sit there and you have this fellowship, this close integration with Hannibal the Cannibal or whoever it is. And so the Bible says no, you shouldn't actually spend much time. In fact, you shouldn't even be talking about the things that are being done in secret by those that are engaged in the unfruitful works of darkness. So we have to be very cautious with this kind of literature. The most important thing for us to do is to use literature that are written by the best teachers, the best books as we discussed.

**Daniel:** And another way to think about this would be does it pass the Philippians 4:8 test, whether the things are true, honest, just, pure, lovely, of good report.

**Kevin:** What's interesting also is the effect that it has upon the reader is really key. This is one thing my mother noticed early on is, young people would read the 19th century literature of those that were hopeless and had pretty much abandoned Christianity. People like Charlotte Bronte or Nathaniel Hawthorne. Very depressing, deprived, dark books, infatuation with death, no real confidence in Jesus or the resurrection. And so their books reflected that very, very dark, very dark. In fact, the darkest period in American history is probably between 1820 and 1870. Right in there some of the very worst material was written during that period and those are typically referred to as the classics, but are very depressing. And so you watch the effect on a young person as they immerse themselves into that. They often times turn out to be very, very depressed, and discouraged. And their lives become very dark because they're bringing all this material into their own heart and their own life and it is not sanctified with the spirit or bathed in the word of God. And that's a huge, huge problem.

**Kevin:** So let's talk about the best books, best teachers, when it comes to literature. Absolutely, we want to be sure that we set our children at the feet of Christians, the greatest teachers, the greatest thinkers, the greatest writers who were Christian, not non-Christians. And some people say, "Yeah, but the guys who were the good writers are the great writers, and our children need to be sitting at their feet." But the problem is they teach by their methods, and their attitudes, the turn of their phrase, their cynicism and style as well as by their content. And you sit your children at the feet of the greatest Muslim writers in the world, don't be surprised if your children become Muslims. They will become like their teachers. So keep that in mind. Jesus said "They will become like their teachers." So you set them at the feet of Plato, Aristotle, Nathaniel Hawthorne and others, they will be like their teachers. They will turn out like humanists. They will begin to think like humanists, they will be impressed by the humanists, and they will follow the humanists, because you have set



them at the feet of the humanists.

**Kevin:** The great humanist writers, the great apostate writers of the 19th in America and even England were very dangerous. And I don't think you should set your children at the feet of Mark Twain to read Huckleberry Finn, for example. Mark Twain called the Bible, "The most damnatory biography that exists in print anywhere, a wealth of obscenity, and upwards of a thousand lies." I don't think there was anybody as opposed to Christianity as Mark Twain. In fact, I don't think there was anybody who influenced more young people towards apostasy since the 1880s as Mark Twain has. So if you really want your children to turn away from the faith, tell them that Mark Twain is a wonderful teacher and writes wonderful books. And the end result, I think, will be horrific. And that's one reason why we see so much of a secularization of the public schools because of these great literary giants like Mark Twain who at the end of his life, wrote a book called Letters From The Earth and it was effectively a message that he received from what he believed to be Satan, Lucifer. He received a message from Lucifer towards the archangels and recorded them in a book. And it was not published until the 1960s because it was one of most horrific books ever written in the history of mankind.

**Kevin:** So Mark Twain influenced by Satan. Certainly one of the most dangerous writers in American history, and yet I considered a classic writer and probably Huckleberry Finn, the most popular book for high school literature in the history of this country. So we need to be cautious. I deal with this in my book, Apostate: The Men Who Destroyed The Christian West, and I would encourage those of you who are interested in curriculum and literature and such to read that book, Apostate: The Men Who Destroyed The Christian West. I would recommend a Christian teachers, Christian writers not post-Christian writers, not anti-Christian writers, not apostate Christian writers, not the Greeks or the Romans, but Christians. Start with Christians and give your children the great Christian literature first and foremost.

**Daniel:** It strikes me as very interesting that the things that you're saying right now sounds as radical as they do in the world in which we live, but this shouldn't be that radical. This isn't like some crazy idea, "Let your kids hang out with Christians." Interact with this idea for a moment, Kevin, all well-written literature is great literature. We just need to give our kids well written literature.

**Kevin:** Yeah, but see, now the devil is a good writer. The devil is not an idiot. I think everybody would agree with that. He's tricky, he comes at it with a cynicism, he turns the phrase well, so if you're just into somebody turning the phrase well and you're into this sort of cynicism, this skeptical humor and he's somebody who's very good with it, the devil is good at it. So if you're just into mechanics, what'll happen is your children will learn a pride, a cynicism and a skepticism and it will be reflected in their writing as well. So just because methodologically these are good writers, doesn't mean that they're moral, doesn't mean that they fear God, doesn't mean that they're to be emulated, doesn't mean that their style is to be emulated. So I think parents need to think carefully about this. We are in a territory that really is the determination of life or death, heaven or hell for your children.

**Daniel:** Yeah.

**Kevin:** So the literary giants, the literature, the curriculum, you choose for your children absolutely critical, and Jesus said, if you give your children something that stumbles them, it would be better

for you that a millstone be hanged around your neck and you be drowned at the bottom of the sea. Now Jesus is very serious about this. And I think it's for us to step back and begin to consider the wisdom of the Word of God concerning how we should teach our children, but also the wisdom of the church fathers who warned and warned and warned about this kind of literature.

**Daniel:** So, Kevin, what are the best books and best authors and how would you recommend just in summary fashion here that parents judge good books and authors?

**Kevin:** Well, I think firstly they're books written by Christians, so that's... And here's one thing, it's sometimes hard to know if a Christian is a Christian in the modern age because there's all this moving around going on, but if you look into history, you'll find that there're some very committed Christians that lived and died, oftentimes they were even martyred for their faith. Some of them were in prison for their faith, so that's always a good sign if they're in prison and they're writing books in prison, that's a really good sign. It's one of the reasons we like John Bunyan. So the back of the book was in prison while he wrote it. That becomes the bestseller for Christians. But yeah, I would recommend the John Bunyans, I would recommend of the more modern literature, Patricia St. John, Heidi, Swiss Family Robinson, Robinson Crusoe, books that were written before the libelization of the churches in the 19th to 20th centuries.

**Kevin:** I would also recommend that parents would encourage their children to read the classics all the way back to Augustin, Martin Luther, John Calvin, read the Christian histories as well. Eusebius' book on the history of the church, Fox's Book of Martyrs, the history books, biographies, etcetera very, very good. So there's a lot of good literature out there. You're looking at 2000 years of Christians doing stuff. And so, I would begin with that. By the way, I would also be cautious when we say best book, I would be cautious about buying 10,000 books for your kids much of which is escapist literature, fiction literature that encourages them to sort of a fictional fantasy life but rather give them 20 or 30 of the best books ever are written. Reading 10 or 20 of the classic Christian books maybe 10 or 15 times is a 100 times better than reading 10,000 schlocky books that are rolling off the presses over the last say 50 or 60 years. I would recommend that you start with the Christian classics. First.

**Daniel:** As we wrap up this point, and ultimately, this topic of literature, can you just give us an order of priority in how parents could think about, "Okay, what kind of books am I gonna start with as we... And what kind of books am I gonna continue with as we progress through their education?"

**Kevin:** Well, I think you've gotta begin with the word of God. Start there and we would recommend that you go through the redemptive story of Jesus from beginning to end, five or 10 or 15 or 20 times first. This is the best story ever, and we got to admit, and the story that God wrote and the story that really happened in history, the redemptive story of God coming to redeem us from sin, the Devil death and hell is way, way better than Tolkien or CS Lewis. Start with God's story first, start with the Word of God first. And be sure your children know the word of god, inside and our first. I recommend that for the first five or six grades and then after that begin to introduce the Christian classics. Bring in the Pilgrim's Progress, The Hiding Place, bring in some of the recent classics, some of the older classics, The Holy War by John Bunyan, Pilgrim's progress, etcetera. Start introducing these and then eventually you might get to John Calvin's Institutes of the Christian Religion, Athanasius' Of the Incarnation.

**Kevin:** A Kempis' Imitation of Christ, and so forth, that would be good for 10th or 11th grade. And

then by the time you get to 12th grade, give your children some of the unbelieving classics, but only at the point at which they have become mature enough to understand the faith, to understand the apologists, to understand world views, and discern the sneaky world views that underlie the thinking of men like Nathaniel Hawthorne, William Shakespeare, and others. They need to be able to analyze William Shakespeare. But they need to understand that he dabbled in the area of fatalism, rejecting a biblical metaphysics in terms of causality and moved towards a fatalistic view that was advocated by the Greeks. So that certainly shows up in Macbeth. And if they can't analyze the metaphysic in Macbeth, then they shouldn't be reading William Shakespeare. So one of the things that I do in *Apostate: The Men Who Destroyed The Christian West* is describe how to analyze some of these, some of these great classic literary giants.

**Daniel:** That's good. Worship and life application in the area of literature.

**Kevin:** Well, I think it's obvious. We take away a perspective of reality, perspective of ourselves, our human nature, our issue, our problems. And then we seek a redemption in Jesus, and we cry out for his salvation. And that's the way literature works. Literature describes ourselves, it's a picture of ourselves. And our response is to seek redemption in Jesus Christ, and then get up and start living his commandments. And we begin to understand ethics, we begin to understand the difference between right and wrong based upon God's word. And we draw those conclusions as we read Uncle Tom's Cabin, or as we read William Shakespeare's Macbeth. We apply a biblical perspective to these things. And then we give God the glory, and then we live our lives for Christ. So that's the way we respond to our literature readings.

**Daniel:** Well, this is excellent, Kevin, and I'm excited now to tackle the subject of history. How do we implement the four pillars? Family discipleship, biblical worldview, great books, best books, best teachers, and ultimately, worship and life application in the area of history.

**Kevin:** Well, one of the things I recommend for family discipleship elements in history is that, our families read the Word together, and this is what we call the core curriculum. We believe the core curriculum is the Word of God, and we believe that the core elements of the educational process, discipleship process in a home typically has got to be the dad, the father. So our recommendation is right at the core, you have dad reading God's Word and especially, the Book of Genesis, the book of Matthew, Mark, Luke, John.

**Daniel:** That's history.

**Kevin:** It's history. It's God's history. But here's why we want dad there at core, and it may only be 15 minutes a day, and that's okay. But if Dad isn't at core, then Ephesians 6:4 is not happening. You see what I'm saying? If dad's not at core, then Deuteronomy 6:7 is not happening. Moms are supposed to be in charge of the home school, but why is it that the Word of God keeps coming back to fathers, fathers? Most of the book of proverbs is about Father. Ephesians 6:4 is about fathers. Deuteronomy 6:7 is about fathers in the male, singular. So it seems to me that fathers need to be involved at least for 15 minutes. Does that make sense?

**Daniel:** Yeah.

**Kevin:** If he's mentioned so much in Scripture and that seems to be a value to God, essential to God shouldn't dad be involved? So my recommendation when it comes to say history, we're talking

about history right now, is that you might use our family Bible study guides, but we have these guides and you can get other resources to help you dig into the Book of Genesis and to dig into the Book of Matthew and John, and study the real history. So at core, the core of history is what Jesus did. The core of history is what God considers to be important. And a lot of people say, "But it's not secular history." Secular? Sacred? What's the deal here?

**Daniel:** What's the difference?

**Kevin:** I thought our history is God's history. I thought it's all God's history, it's all God's story. Why do we have to segment out the history written by humanists with all their biases from God's story and the things that God considers to be important? The reason why I say, let's read Genesis first when it comes to history is because... And disciple our kids to the Book of Genesis because... Well, Genesis covers 4000 years of world history. Two-thirds of it. I'm sorry, it's not quite 4000, 3000 maybe. But it's about half of the world history in one book of the Bible. So read it. It's good, it's helpful. But it doesn't include very much about Cheops and the building of the Great Pyramids of Egypt. In fact, God forgot to mention the pyramids for some reasons but why? Because the pyramids aren't that important.

**Kevin:** You see, what was important was Abraham. Who is this Abraham? Abraham is a guy doing family worship out in the plains of Canaan, building an altar to God all by himself and his family. And yet, that's what matters to God is this covenant with God, is this relationship with God that's going on. And all the great pyramids and the great empires of the world, not all that important when it comes to God's view of history.

**Daniel:** And that's the biblical worldview of history?

**Kevin:** That's a biblical worldview of history, exactly. So let's be sure we're talking about what's important to God. And number one, when it comes to a Biblical worldview in history, God is important in history. God is all about history. God wants us to study history, God is sovereign, God is doing stuff in history, it is his story. History is his story because God is active, God is doing things, God is working out his plans and purposes, he's got a goal, he's working this in history. Now, as we talk about history, we shouldn't be saying that man did this, man did that, and always ignoring God. No, no. We need to remember that God is active, God is doing this. And we bring this out in our history books as well because we want to be sure that the providence of God, the sovereign hand of God is recognized in history. And if it's not, then what? Then you're seeing man as central, you're seeing man as significant, man is the most important thing, that the causality of man.

**Kevin:** The hand of man, the power of man is all that's important, it's not God doing it, God is not bringing a president into power, God is not leading the American forces to a victory at the war for independence that's all man's doing, it was all George Washington that did it, it wasn't God that did it. Now, of course our founders will never have said that they would have always acknowledged the providential hand of God, George Washington would have done that constantly but we need to have that on every page in our Christian history textbooks, that's the way our founders would have had it but today you'll find a rare mention of the sovereign hand of God even in Christian textbooks.

**Kevin:** So no, we need to see God is relevant, God is significant, God's hand working sovereignly throughout history on every page, George Washington would have had it that way, our founding fathers would have... Patrick Henry would have had it that way but not so today in so much of our

curriculum no, no, it needs to be God oriented, God sovereignty needs to be mentioned throughout, also needs to be Christ-centered, we need to ask ourselves is Jesus important in history, did Jesus really come, is he really the son of God, should he really be considered as preeminent in all things? We need to be asking ourselves these things and if he's ignored, if he's not mentioned in world history, if his kingdom, his church is not included, if we don't have entire chapters, perhaps entire courses on church history in our offerings then we are secular, we're back to admiring the kingdoms of men but not acknowledging Jesus or his church. Well, what message are we communicating to our children when they aren't seeing that Jesus is preeminent in all things?

**Kevin:** Now when I set out to write a book called Taking the World for Jesus, I wanted to give Napoleon a paragraph and then I gave Jesus the next 20 pages. When I did a book called, Preparing the World for Jesus, I gave Caesar about two pages and then I gave Jesus the next 30 to 40. Now, you see what is that conveying to our children? That's conveying that Jesus is bigger than Caesar and it's not separate and sacred and secular either we can't separate these things, we can't have a course about Cesar and then we're gonna have a course about Jesus no, no, no, Jesus is going to be in the same story as Caesar. We find that in Luke Chapter 2, Jesus is born in the reign of Caesar Augustus so of course in our world history Caesar Augustus will get a page but Jesus will get 30 pages because he's far more important than Caesar Augustus in the scope of history.

**Daniel:** This is such a critical point because what you're saying is that biblical worldview in history is not just a matter of applying biblical principles to the issue of civil rights that's important to do but the whole matter of priority and emphasis in history, what gets talked about is such a central focus to this idea of Christian worldview applied to history and what you're saying is we have to radically shift our focus in terms of what we consider to be important in history.

**Kevin:** That's right, worldview determines importance, worldview determines priority. I sit and look at 30,000 different things to include in 800 pages for our 10th grade students, I can't do all 30,000 so which ones I'm I gonna use? It depends on biblical ethics, biblical view of ethics, it depends on Biblical view of metaphysics, it depends on what Jesus is doing, it depends on how much this event is pointing to the coming of Jesus Christ or how much this event points to the previous coming of Jesus Christ and so you see your view of how important Christ is, how important his coming was in AD 33, how important God is in history, how important the Kingdom of God, how important the church is in history.

**Kevin:** Are you gonna give the election of FDR 20 pages and no coverage whatsoever to the internal battles that were going on in Presbyterianism in the 1920s and 1930s? Again, what is going to be important? Well, of course Jesus is over all things to the church, he considers the church to be the most important part of history, he considers Abraham and that seminal little tiny church of one guy and his family to be more important than the entire Egyptian empire. So that's going to inform the way that we teach history and I think people need to understand if you give your children your typical secular world history or American history, don't be surprised if they ignore Jesus, don't be surprised if they don't really receive the fact that Jesus came in the flesh, Jesus is King of Kings and Lord of Lords, on the right hand of the Father bringing his enemies under his footstool, don't be surprised if they don't believe all that, why? Because you taught that the preeminent issue in history was not Christ and Jesus was not on every other page in their world history textbook, Jesus was not on every other page and the church was not treated very well in their United States History course. So yeah, our world view will ultimately determine how we teach history and the things that are prior, the things that are important and significant in history.

**Daniel:** The point that you're making right now does a great job of helping us connect back to what we were talking about last video which is, what is your job? And what's hitting me is that if we as parents think that our job is facilitating success in the world's eyes in this life then what we're gonna do is we're gonna focus on a form of education that's going to help them do well in the world system of education but if we're primarily focused on a history study that's geared towards doing really well on the SAT so that they can get into a great college and get a great scholarship and get a great degree then ultimately we are going to perhaps shift our attention to the world's priorities in this area of history, so we need to let go of those priorities, get onboard with what matters to God so that we can focus on doing history in a Christian way.

**Kevin:** The question is that we prioritize the Kingdom of God first over the kingdoms of men. And I'll tell you the history of the kingdoms of men, here's how it works. They built towers really, really high. They get really proud about their towers, and then it all comes down. And that happens with Egypt, it came to happen with Babylon and Syria and Persia and Greece, Rome. And then once again, the Holy Roman Empire made one more shot at it with a little bit of help of a power centralizing Pope, and guess what happened to the Holy Roman Empire? It came down, along with the Spanish Empire, and then you had the French empire, and that kind of built its towers up, and then there was a little guy named Napoleon who tried to keep the towers up but he was too short, so the towers fell down, and then the English Empire. The sun never set on the English Empire, and then it did set on the English Empire, now England has Brexit-ed and all the rest. And then there was the American Empire, what do you think is gonna happen to the American Empire?

**Kevin:** The empires, they come and go, but the Kingdom of Jesus plods through. The Kingdom of Christ and the Church of Christ continues to succeed, year after year, generation after generation, and that is the most optimistic, the most upbeat, the most glorious, the most wonderful way to present history. Hey, I'd be depressed. It was like, "It's all about the kingdoms of men, man. What, do you mean the kingdoms of men? They build their towers high and then they fall down, and then they do it again, they fall down again? Oh, so that's it. Well, wow! Wow, I'm impressed." Well, I'm not. No, no, no. We need to present the optimistic, amazing work of the Kingdom of God and the Church of Jesus Christ through the centuries, that's taking the world for Jesus, that's preparing the world for Jesus. That's a different way of looking at world history.

**Daniel:** And when that message is presented through a faithful parent by God's grace, the kids hearing that history lesson are gonna say, "That's the kingdom that I wanna be a part of."

**Kevin:** That's right. That's right.

**Daniel:** Alright, this is really good. We need to start closing this up, we still wanna hit science briefly, touch real quickly on how best books and best teachers, and worship and life application come to bear in the area of history.

**Kevin:** Well, as I said, the best books ultimately are those written by Christians, so read the history books written by Eusebius and Bede and others, and we have incorporated that into some of our stuff, but start with the Christian first and foremost, because all other secular histories are biased, and I think Christians need to understand that the winners write the history books, that's what one guy said, a very famous Christian historian said that, "Winners write the history books," and sadly in the Western world, the Christian worldview has lost a great deal of influence and so Christians, at

this point, hardly write the history books, but go to where the Christians are writing the history books. Do not get history books written by non-Christians and give those to your children.

**Kevin:** Worship and life application, give God the praise and the worship for the works that he's doing, the mighty works of history. We have an obligation to teach our kids the mighty acts of God in history, and give them amazing expectation for what God is going to do in the future. He's gonna break through more Red Seas, He's gonna overcome more Pharaohs, He's going to give us more of an opportunity to disciple the nations, even against the bamboo curtain and the iron curtain, and Jesus is gonna break through, and you wanna challenge your children to be the next God smuggler. Be the next Athanasius, be the next Corrie ten Boom. Give them the history, and then say, "You're next. Tag, you're it. You carry on this baton for the Kingdom of God in your generation," and that's life application. It gives purpose and meaning to history, because we play an important part. We continue this great vision of the Kingdom of God into our generation, our kids are gonna be the next heroes in the next segment of Hebrews love.

**Daniel:** I know you've been doing a fair bit of work recently in the area of science. You have talked a lot about your conviction that science should not be boring, and I gotta say amen to that, because for so many years of my home schooling experience, I just didn't get science. It's just like "ugh" but there's a new approach, or there's a better approach. How do we briefly apply these principles to the area of science?

**Kevin:** That has been the biggest bugaboo in my life. I majored in engineering, I have a Bachelor of Science in mechanical engineering, and I was just always bored by these science classes. All the way back to my early primary school days, I just saw science to be so boring, and I still go through all this Christian curriculum that's been written for science, and to me it's boring. It's still boring. And so, it has been my passion, it has been my goal to present a curriculum that is not boring, and science should never be boring, because God's not boring. God's not boring, God's never boring. God is awesome! And we gotta present it that way. We need to present that God has done these things. His fingerprints, his handprints are on all these amazing creations, the galaxies and the quasars and the animal kingdom and all the complexity of the human cell, and all the rest. We're not just anti-evolution.

**Kevin:** Some say, "Well, I decided to homeschool because we're just are against evolution." Please. No, no, no, not enough. Not enough. No, no. We need to be pro-God, pro-Creator. Not anti-evolution, pro-Creator. Pro, this amazing and wonderful and awesome Creator God, who we just stand in awe in front of, and we sing, "To God be the glory, all creatures of our God and King," lift up your voice and with us sing. One of the things we do in our science is we add hymns to it, because you can't just be reading this stuff, you gotta be singing. Yeah, that's critical. Oh, we can't just just be anti-evolution, we gotta be pro-God, we gotta love God, love his works, works all around us. I think the key verse for science is Psalm 111 verse two, "Great are the works of the Lord. They are pondered by all who delight in them." Love that, "Great are the works of the Lord," and we sit there and we study them because we delight in them.

**Kevin:** That's a different kind of science. And when the scientist writes the textbook in this very academic profoundly way. He's just missed it. He's just pouring out facts. Perhaps he got too much pride because he knows a few things. Science should never be boring. It should be a wonder and a sense of the awesomeness of God in this. And the purpose for the study needs to be obvious for the student on every page. Is to be sure that every page, that our kids are never bored. And never see

this as purposeless, meaningless facts that I have to learn to pass this test. Please, please, please, stop it. Just stop it. Stop there.

**Kevin:** We want our children to just be in awe of this amazing peregrine falcon, the fastest animal, the fastest living thing on earth flying at 248 Miles per hour, sweeping down to grab another bird. Okay, we need our children to stand in awe of the creation of God. And the wonder of God needs to be right there. The purpose of study is two things: Worship and dominion. In other words, it needs to be worship and life application. They have to... They have to be praising God, worshipping. That's a useful application of the science. And then a life application. As we present the animal kingdom, we present the house fly, we're gonna say "No, the house fly actually carries 247 different diseases," and you don't want them crawling around your mashed potatoes. And what you wanna do is... One of the assignments I would put in my science course for sixth graders is to go around the house or the school building about 100 feet or 200 feet around perimeter and take care of the dead organic matter in which flies might lay their eggs. That is bury the grass clippings, get rid of the feces and such. And then take away some of that so that you create more of a safe zone for your house. Same thing with mosquitoes, malaria is a big problem in so many places around the world. And we have Zika virus issues and things like that around. So let's get rid of the mosquito burrowing grounds. And let's turnover the wheelbarrows, the wagons and fill in the pot-holes and such.

**Kevin:** In other words, they actually... Students must do something. They must life apply. They must apply that worship and that life application to do something to take dominion over the mosquito and the fly. We don't just want these laboratory experiments, where it's all very hypothetical. No, no, no. They need to immediately hear the word, and then do the word in immediate life application, makes the study absolutely relevant to the student right there and right then. Without that friends, we're just dealing with your typical irrelevant useless form of education that is mainly babysitting today. Most education is back-stuffing into heads and baby sitting and it's pretty much useless.

**Daniel:** Now as you hear what Kevin's been sharing, probably some questions and objections are coming to your mind. Maybe questions like "How do I give my kids a solid Christian education without sheltering them from what's going on in the world?" Or maybe you're thinking, "Is Kevin saying that all we should give our kids is church history?" Maybe you're wondering man, "I just don't have time to do this. This just sounds like more work for me," or maybe the question for you is, "How am I gonna get my kids interested in books like, 'On The Incarnation' by Athanasius? How I'm I gonna apply all of these principles and pillars to every subject?" "We haven't even talked about math and grammar and writing yet." Or "This Just sounds hard. How are we gonna do it?"

**Daniel:** We're gonna talk about all of those objections and questions in the next video. We're gonna answer those questions, and then we're gonna zoom out and we're gonna talk about: Okay, over the 12 normal years of education, what are the priorities? How do we see the principles that we've been talking about applied over the course of the education and hopefully as a result of that video you're gonna walk away with some questions answered, a bit of a game plan for the overall education of your children. And what's outside of the books? We're gonna talk about things like mentorship. What's the holistic full orb ed vision here for a K through 12 for your kids in the next video, from as best as we can see God's perspective as revealed in his word. That's what we're gonna talk about.

**Daniel:** I want you to ask yourself again what your biggest takeaway was from this video and



hopefully if you wouldn't mind doing us a favor, drop a comment below, interact with this material a little bit and tell us what your biggest takeaway is and one action step is that you wanna take as a result of this session. Bottomline, God is great and we're excited about giving you more principles and tools in the next video on how to apply and live out his greatness in the education and discipleship of your children. See you on the next video.