The Biblical-Principle Approach Homeschool Experience™

Module 3

The Biblical-Principle Approach

Method

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The Method is About Truth

The Big Picture

(Module 1 Overview)

First Things First...

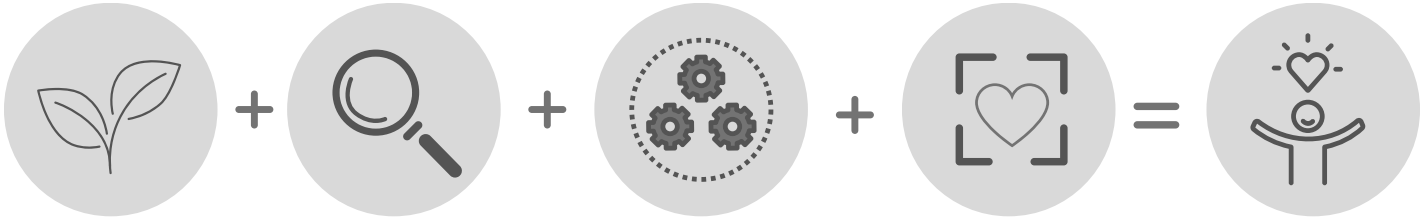
Define the word *research for a clear understanding.*

Internalizing the importance of internalizing Biblical principles and reasoning from truth.

Form convictions.

Going Deeper...

Seeing how the method is external and internal.



Understanding how the Christian life is internal with an outworking.

Understanding how research/words helps us to internalize information and principles and helps us to form convictions.

Understanding the importance of applying Biblical principles in all spheres of life. Also, understanding that specific principles have functions within various areas of life.

Understand why the internal needs to be the primary focus of life and learning.

Seeing and valuing the application of the method to life and learning.

The Method is About Truth

Traditionally, the Biblical-Principle Approach is taught by Rosalie J. Slater as the 4R Method:

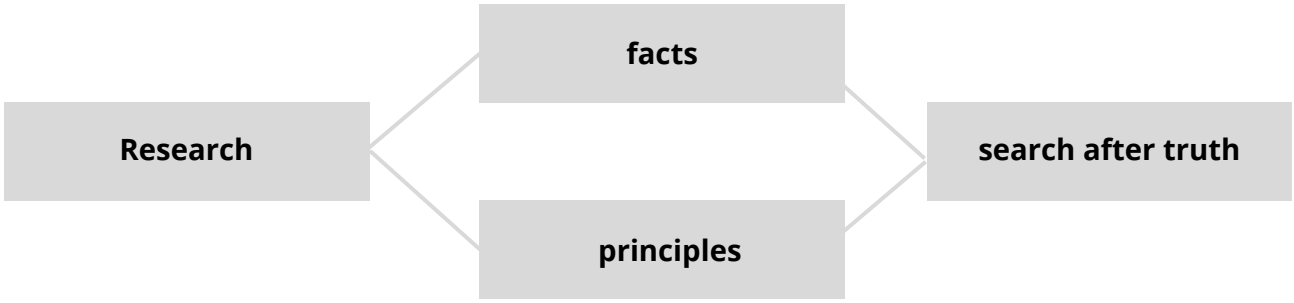
- Research
- Reason
- Relate
- Record

This means that the teacher needs to own his or her education by implementing the method.

As Christian parents, we can rely upon the Holy Spirit to guide us in what to teach our children. And, by this I mean that while we may cover some content that is common in subjects for curricula to cover, we can rely upon the Holy Spirit to guide us in the principles from which we want our children to reason.

Let's take a look at Webster's 1828 Dictionary definition of *research*:

"RESEARCH, noun research'. Diligent inquiry or examination in seeking facts or principles; laborious or continued search after truth; as researches of human wisdom."



We need both facts and principles in order to search after truth.

You'll also notice in Webster's Biblical worldview definition that our research is to be laborious or continued in the search after truth. This means that we need to be employing labor and time to continually seek truth.

In Webster's 1828 definition of principle, the sixth entry tells us that *principle* is a general truth. So, we look for truth in facts (this is why we turn to primary sources, secondary when necessary) and why we turn to Scripture to find Biblical principles.

The Method is About Truth

To reiterate: research has to do with seeking truth and facts and Biblical principles.

Now, let's take a look at Webster's 1828 definition of *reason:*

"REASON, noun re'zn. [Latin ratio, which is from ratus, and which proves reor to be contracted from redo, redor, and all unite with rod, Latin radius, etc. Gr. to say or speak, whence rhetoric.]

5. "A faculty of the mind by which it distinguishes truth from falsehood, and good from evil, and which enables the possessor to deduce inferences from facts or from propositions."

Biblical Classical Homeschoolers reason **from** Biblical principles—we reason **from** truth. Greek classical models and a secular-humanist education reason **to** truth—relying on human minds to reason **to** truth.

Assignment 1: Using Webster's 1828 Dictionary, define *relate* and write a summary about what it means and why it's important.

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Assignment 2: Using Webster's 1828 Dictionary, define *record* and write a summary about what it means and why it's important.

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The Method is External and Internal

The Christian life is internal with an outworking:

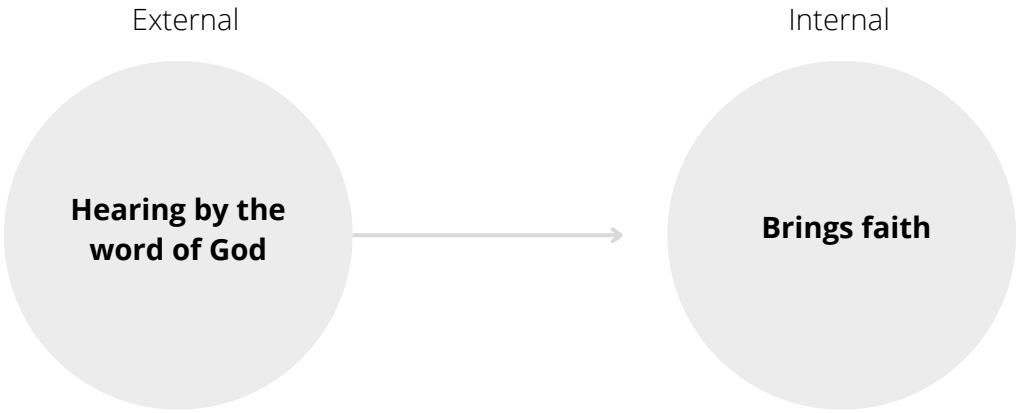
- Accepting Jesus Christ as our Lord and Savior is internal.
- Christ cleansing us of sin is an internal working.
- Subjecting ourselves to Christ governing in and through us is internal.
- Thinking and reasoning from Biblical principles is internal.

That said, the internal may be affected by the external.

Romans 10:17 teaches us:

> **"So then faith cometh by hearing, and hearing by the word of God." (KJV)**

We learn that the *internal* may be affected by the *external.*



This is **not** the same thing as the pagan idea of one's external environment causing the individual to progress. God's Word is spiritual and internal and **hearing** it affects the internal.

Webster's 1828 Dictionary defines *hear* as:

"HEAR, verb transitive preterit tense and participle passive heard, but more correctly heared.

"1. To perceive by the ear; to feel an impression of sound by the proper organs; as, to hear sound; to hear a voice; to hear words.

"9. To learn."

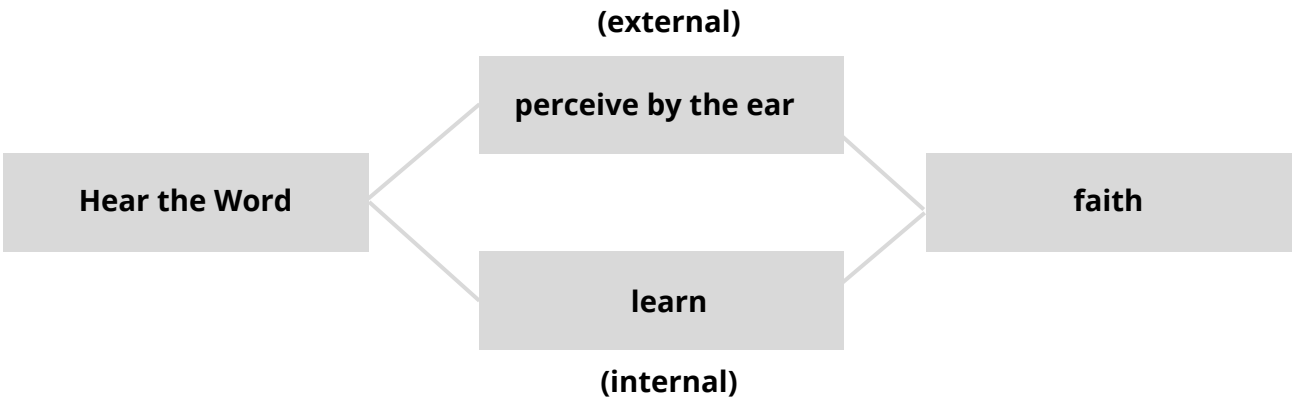
The Method is External and Internal

Assignment 1: Explain in your own words how the method is both external and internal.

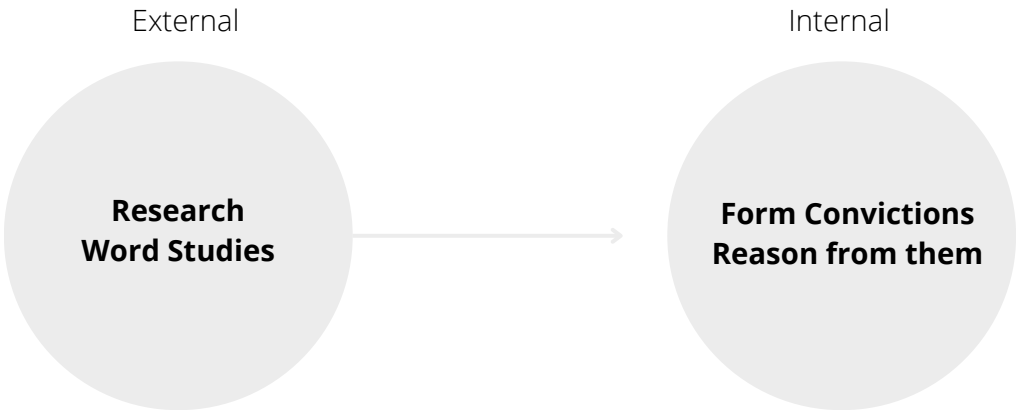
Assignment 2: Explain why it's important to focus primarily on the internal when teaching anything to our children vs. the external.

The Method is External and Internal

We can understand it this way:



This is how we may understand the external aspect of the method and the internal aspect of the method.



As we research Biblical principles, we form convictions. We engrain them in our hearts and minds. As we approach issues in life, we're able to reason from these principles (an internal action) and see the outworking of those convictions with the choices we make.

In other words, we are researching inside our memories from what we know to be true principles in God's Word (hiding His Word in our hearts so we might not sin against Him—Psalm 119:11). Additionally, we are reasoning from them. These thoughts are all internal.

If we and our students simply go through the "motions" of notebook work (the 4R method), we are focusing on the external. We need to prioritize the heart. Notebooking is important and it has its place. But, we can be having these discussions and reminders daily with our family—learning them by heart because we sincerely love God's ways.

To be clear: It's **not** the external BPA methods that are going to produce the internal change. The tools don't do that. It's the external hearing/reading of the Word that changes us internally.

The 5R Method

As you have learned, the Biblical-Principle Approach method is traditionally taught by Rosalie J. Slater as the 4R Method:

- Research
- Reason
- Relate
- Record

I love these aspects of the method and they're each necessary for our learning. However, it is missing one element and that is the fifth 'R':

- **Respond**

Each of us are responsible to learn and to do. What good is learning if we keep it to ourselves or simply within our families? What good does it do to learn but not apply it to life?

We need to each take into account the gifts, talents, and interests that God has given us and use them for His glory. There is purpose attached to these areas. There are spheres of influence within life and culture that strongly influence the culture. Dan Smithwick of Nehemiah Institute brilliantly breaks cultural spheres of influence into the following categories:

P.E.E.R.S.

Politics Economics Education Religion Social Issues

We can break these down into specific categories under each heading. For example, I place Art under Social Issues. And this is because art impacts cultures. Consider how propaganda is being used today in many forms through the arts (films, cartoons, picture books, story books, video games, etc.). This isn't new under the sun.

In his book *The Rise and Decline of Western Thought and Culture: How Should We Then Live?* Francis A. Shaeffer notes:

> The gods were amplified humanity, not divinity. Like the Greeks, the Romans had no infinite God. This being so, they had not sufficient reference point intellectually; that is, they didn't have anything big enough or permanent enough to which to relate either their thinking and their living.
>
> -Frances A. Schaeffer

The 5R Method

But, what an excellent opportunity to point our children to our Heavenly Father—our Creator God. And we have a tremendous opportunity to show them from creation and Scripture how to reason that what we use in art comes from God.

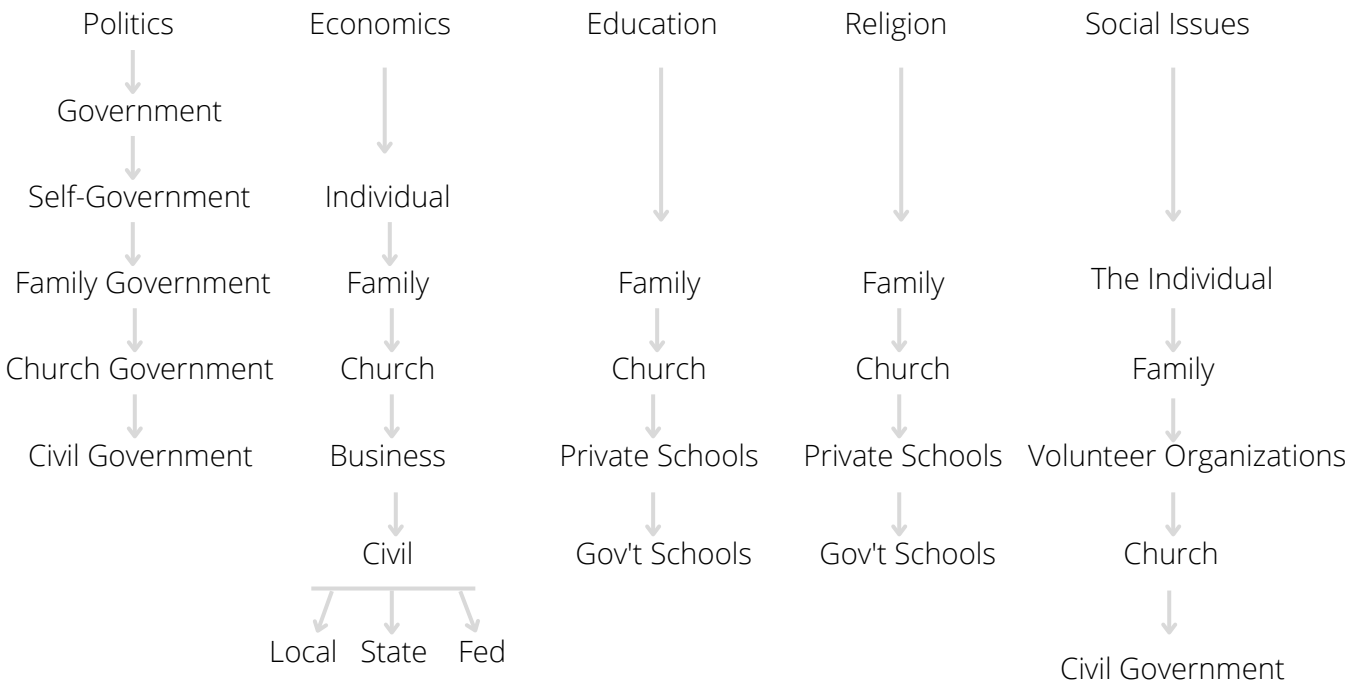
That said, the imagination that is portrayed in the arts either feeds the flesh or it feeds the spirit. The seeds that are planted, fertilized, and watered will reap a harvest of on kind or another.

Now, I think that P.E.E.R.S. can be broken down into specific categories under each heading. I think we can also see it as something like the two examples below:

P.E.E.R.S.

Politics	Economics	Education	Religion	Social Issues
	• Family • Church/Religion • Education	• The Arts • Media • Business/Finance	• Government	

P.E.E.R.S.



The 5R Method

Assignment 1: List as many social issues as you can think of. If you can think of anything else that would fall under the other categories, list them under their proper headings.

P.E.E.R.S.

Politics	Economics	Education	Religion	Social Issues

Assignment 2: Think of each of your family member's individuality and think of your family unit's individuality. In what areas can individuals in your family and your family unit respond to Holy God?

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Module 3 Review

In this module, you learned or reinforced the importance of:

- The 4R Method
- *research* including both facts **and** principles in order to search after truth
- taking our own time and labor to seek after truth
- using primary sources (and secondary sources if needed)
- searching for Biblical principles in our subjects
- reasoning *from* truth **vs**. *to* truth
- the method being both external and internal
- making the internal our primary focus
- the 5th 'R'

In this module, you reflect on:

- what *relate* means and why it's important
- what *record* means and why it's important
- the method being both external and internal
- the importance of the internal being our primary focus
- areas of life which you, your children, your family may respond to restoring and honoring God's principles

In this module, you learned how to graphically organize and show your students (depending upon age and comprehension ability):

- dichotomies of *research* from Webster's 1828 definitions and how to reason Biblically from them (page 1)
- how the external affects the Internal (page 3)
- dichotomies of *hear* from Webster's 1828 definitions and how to reason Biblically from them (page 4)
- how research (external) affects the internal (forming convictions from reasoning Biblically) (page 4)
- how to break down the categories of P.E.E.R.S. into sub-categories of life (page 6)