

## The Difference God Makes

by Douglas Wilson, *Recovering the Lost Tools of Learning*

I was once instructing our seventh grade Bible class when I was interrupted by an objection from one of the boys in the class. "But that's a universal statement!" It turns out that in the previous science class the students had been taught about universal statements, and this student regarded with suspicion the appearance of one in Bible class. The student was attempting to apply in one class what he had learned in another. I answered the objection in class, but when the class was over, I took the student aside and praised him for attempting the application. Obviously, educators want to get the students to think in class. But the real goal should be to get them to think in the hallways *between* classes as well.

God is the Light in which we see and understand everything else. Without Him, the universe is a fragmented pile of incomprehensible particulars. Indeed, the universe can no longer be understood as a universe; it has become a multiverse. Christian education must therefore present all subjects as parts of an integrated whole with the Scriptures at the center. Without this integration, the curriculum will be nothing more than a dumping ground for unrelated facts. When God is acknowledged, all knowledge coheres. It is obvious that all aspects of this coherence cannot be known to us—we are finite creatures. But as the late Francis Schaeffer would put it, while our knowledge cannot be exhaustive, we can grasp what is true. We can understand that God knows what we do not, and therefore, the universe is unified *in principle*. Where God is not acknowledged, the pursuit of knowledge is just "one damn thing after another," and the ultimate exercise in futility. The French existentialist philosopher Sartre understood this when he said somewhere that without an infinite reference point, all finite points are absurd.

### Selection from:

Douglas Wilson, *Recovering the Lost Tools of Learning*  
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