



# Historical Foundations of Christian Education

## CEEF6300

New Orleans Baptist Theological Seminary  
Christian Education Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the*

*Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of the Course**

The purpose of this course is to review the history of religious and Christian education. Special attention will be given to the major educational philosophies, structures, and approaches as well as the personalities who presented, promoted, and propagated them.

### **Core Value Focus**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is *Doctrinal Integrity*.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Theological and historical perspective*: Students will explore the major movements of religious education, doctrinal emphasis, and pedagogical approaches in the ancient and

modern world. The relationship between historical priorities and current practices will be considered.

2. *Disciple making*: Biblical, historical, and contemporary disciple making processes will be examined. Students will evaluate and seek to determine contributions of those processes to contemporary churches.
3. *Spiritual and character formation*: Students will reflect on the devotion, doctrines, and disciplines of spiritual development of the ancient and early church. Adoption of learned spiritual practices will be encouraged.

### **Course Description**

This study is an overview of the role of Christian education throughout historical periods, philosophical movements, and the personalities who shaped the thought and work. An emphasis is given to the emerging concepts which will shape our understanding of Christian education ministry in the future.

### **Learning Objectives**

The student involved in this course should be able to accomplish the following:

1. Trace the general history of education from Biblical times to the present.
2. Appreciate the heritage of Christian education, and the influence of historical philosophies, structures, and methods on their personal ministry.
3. Analyze trends in education and culture that have contributed to the educational ministry of the church.
4. Design a presentation of a major movement or personality in Christian education history.

### **Required Readings**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

#### **Required Texts**

Estep, James R. et. al. *CE: The Heritage of Christian Education*. Joplin, MO: College Press, 2003.

Anthony, Michael J. and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21<sup>st</sup> Century*. Eugene: Oregon: Wipf & Stock Publishers 2003 ISBN: 978-1-61097-732-6.

#### **Optional Text**

Jones, Timothy Paul. *Christian History Made Easy*. Torrance, CA: Rose Publishing, 2009.

Reed, James E. Ronnie Prevost *A History of Christian Education* Nashville: Broadman and Holman 1993.

### **Course Teaching Methodology**

Weekly class sessions will include lectures, power point presentations, research, reports, and class discussions on assigned readings. Students will engage in collaborative learning groups and submit critical and reflective writing assignments.

### **Units of Study**

<b>Unit</b>	<b>Topic</b>
1	Historical Foundations
2	Education in the Ancient World (Hebrew and Jewish)
3	Education in the Ancient World (Greek and Roman)
4	Education in the Early Church
5	Education in the Medieval Church
6	Education in the Renaissance
7	Education in the Reformations
8	Education in the “Age of Reason”
9	Christian Education in “Modern Europe” and the Rise of the Sunday School
10	Education in America and the Father of Modern CE -- Horace Bushnell
11	Our Baptist Heritage- Christian Education in the Southern Baptist Convention
12	Education in 20th Century
13	Education in 20th Century and Today
14	The Future of Christian Education

**Delivery Method.** This course will be offered as a Hybrid class meeting once each month through the semester.

## Assignments and Evaluation Criteria

**Historical Paper.** The major assignment for this class is a research paper. Students are expected to research a topic and write a paper 10-12 pages in length following Turabian guidelines. Students may choose a topic from the list at the end of the syllabus or may seek the teacher's approval of another topic. The historical study examines factors that influenced the development of a particular movement or emphasis, including theological, cultural, and sociological influences, as well as the lingering effects and lessons of the movement/emphasis for Christian education today. Due Date:

**Annotated Reading Report.** Students will submit a list of required and additional readings completed. (Author, title, and pages read or time spent, along with totals for the semester). Students are expected to consult at least 3 works beyond the required texts and 2 ATLA listed journal articles. The professor can recommend these based on student interest. Annotations should include 2 to 3 sentences regarding the significance of the work for you. Due Date:

**Interviews.** Students will interview at least three adults with lifelong church attendance. One should be between 40 and 65 years of age, one between the ages of 65-85, and one over 85. Students will also interview 2 adults under 40 years of age. Questions will be constructed in learning groups in the class. The goal of this exercise is twofold. 1. To see what programs or ministries were influential in the spiritual development of mature adults. 2. To determine if young adults know or value the history of Christian Education in their church or denomination. Due Date:

**Church History Report.** Students will make arrangements investigate the history of education in their own church or a cooperating church. Provide a brief account of the church and map the history of the church citing at least 2 key events in each decade that indicate how educational philosophies influenced the structure or direction of the church. Submit a 3-4 page report and be prepared to discuss in class. Due Date

**Class Participation.** An important element of this course is the information gained through research and the insights shared with other students. Students will be expected to be prepared and participate in class discussions, collaborative learning groups, and presentations.

## Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

### **Assignment Submission**

All assignments are to be submitted on the due date. Late assignments will incur an initial 10-point penalty and accumulate a one-point penalty for each additional day. If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments.

## **Assignment Format**

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

## **Absences**

Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 3-hour course is nine classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

## **Classroom and On-line Decorum**

Classroom participation is required for *every class session* due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected to:

- Come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- Dress appropriately and in accordance with the NOBTS Student Handbook (i.e., *no ball caps or flip-flops*).
- Turn off cell phones and not to accept any phone calls during class.
- Use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

## **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

## **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## Grading Scale

A 100-93      B 92-85      C 84-77      D 76-70      F 69 and below

## Course Evaluation

The professor will prescribe a grade based upon the student's satisfactorily completion of the following:

<i>Historical Paper</i>	30%
<i>Annotated Reading List</i>	20%
<i>Interviews</i>	20%
<i>Church History Report</i>	20%
<i>Class Participation</i>	10%

## Course Schedule

<b>Unit Date</b>	<b>Topic</b>	<b>Assignments</b>
1	Why Historical Foundations?	Read: Estep - Introduction Gangel/Benson, Intro, Chapters 13-14
2	Education in the Ancient World (Hebrew and Jewish)	Read: Estep - Chapters 1-2 Gangel/Benson, Chapter 1
3	Education in the Ancient World (Greek and Roman)	Read: Estep - Chapters 3-4 Gangel/Benson, Chapters 2-3
4	Education in the Early Church	Read: Estep - Chapter 5 Gangel/Benson, Chapter 4
5	Education in the Medieval Church	Read: Estep - Chapter 6 Gangel/Benson, Chapter 5
6	Education in the Renaissance	Read: Estep - Chapter 8 Gangel/Benson, Chapter 6
7	Education in the Reformations	Read: Estep - Chapter 9 Gangel/Benson, Chapter 7
8	Education in the "Age of Reason"	Read: Estep - Chapters 10-11 Gangel/Benson, Chapter 8
9	Christian Education in "Modern Europe" and the Rise of the Sunday School	Read: Estep et. al., Chapter 12 Gangel/Benson, Chapter 9
10	Education in America and the Father of Modern CE -- Horace Bushnell	Read: Estep - Chapter 13 Gangel/Benson, Chapters 10-11
11	Our Baptist Heritage-	

Christian Education in the Southern Baptist Convention

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|----|-------------------------------------|---|
| 12 | Education in 20th Century           | Read: Estep - Chapter 14<br>Gangel/Benson, Chapter 12     |
| 13 | Education in 20th Century and Today | Read: Estep - Chapter 15-16<br>Gangel/Benson, Chapters 12 |
| 14 | The Future of Christian Education   |   |

**Selected Bibliography**

Anthony, Michael J., and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Grand Rapids, MI: Kregel Publications. 2003.

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- Wyckoff, D. Campbell. *The Task of Christian Education*. Philadelphia: Westminster, 1965.

### **Research Paper Topics**

Possible topics include:

- The Catechumenate/catechumenoi
- Catechetical schools
- Monastic education (to the Carolingian Renaissance)
- The Reformation and Education
- Renaissance and Reformation Influences in Contemporary Christian Education
- The Sunday School Movement
- Horace Bushnell: Father of Christian Education?
- Christian Higher Education (colleges, universities)-Derailed or On the Rail of Christendom?
- Religion in Public Schools (From Founding Principles to Current Debate)
- Christian Schools
- Homeschools
- Para church Children's or Youth Ministry (e.g., Young Life, FCA, etc.)
- Evolution of and Current Issues with Church-based Educational Ministries
- Christian Education as a Profession