

Christian Education Philosophy

by

Brad Tebay

Without my prescription eyeglasses, I see a poor representation of the world. It is a blurred image of reality not a true reflection. In a like manner, mankind has a way of perceiving the world, of understanding the world, by the mindset they adopt. Unfortunately, like my poor vision, much of the world has adopted the spectacles of humanism, which rejects the authority of God and the truth of His Word, putting its hope in man as the ultimate authority. Within this ideology, humanists have infiltrated the educational system. They have removed the Bible out of the school. They have rejected absolutes, much like the times of the Judges where “everyone did as he saw fit” (Judges 21:25b). They have condoned open rebellion, such as students’ fallen attitudes to their educators. Humanists have refused to recognize the validity of religious experience due to its lack of empirical substance. They have renounced the moral dignity of man by implying that we are no better than animals. By contrast and fortunately, there is another way to observe the world. It is through the spectacles of God’s perspective. For the Christian, and specifically the Christian educator, it is this view that is paramount. It is this view we must adopt and continue to adopt in order to please our God. As Romans 12:1-2 states:

“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”

This Christian worldview must influence our vision of education. Therefore, I want to present a new viewpoint of the goal of education, the nature of the learner, the role of the teacher, the nature of the learning process, and the selection/scope/sequencing of the subject matter from a Christian worldview.

First, as educators we need a proper picture to guide our teaching; we need a proper goal or purpose of education. Without vision people perish spoke King Solomon sagely (Proverbs 29:18). If we are aimless, it is like shooting an arrow from a bow at nothing for if you aim at nothing, you are bound to hit it.

The Philosophy Of Christian Education

R Barnett



The Philosophy Of Christian Education:

Christian Education: Its History and Philosophy Kenneth O. Gangel, Warren S. Benson, 2002-03-05 A history of Christian education must not be confused with a record of the achievements of the Sunday School The discipline has advanced well beyond that stage and today's sophisticated students fully understand that no proper concept of the history and philosophy of Christian education can be gained without seeing all the ramifications implications and influences that have affected it from pre Christian times to the present So Drs Gangel and Benson have written this book a historical flow of philosophical thought from a Christian point of view Its focus is cultural biographical discussing each philosophy in its particular socio historical setting and giving special attention to significant individuals The format is chronological beginning with education in biblical times working upward through history to arrive at the present and beyond raising questions and issues for the future *Exploring the History and Philosophy of Christian Education* Michael J. Anthony, Warren S. Benson, 2011-12-12 In this insightful book two leading scholars in Christian education trace the history of the discipline from the Old Testament to the present Presented against the backdrop of wider philosophical thought and historical events Anthony and Benson show how each successive era shaped the practice of Christian education today The result is a book brimming with insights that reveal the historical roots and philosophical underpinnings of issues relevant to current practice in Christian education ministries The purpose of this book is to provide the reader with more than just valuable insights regarding the past The future is the emphasis of this history book From the Introduction Philosophy of Christian Education Joseph A. Ilori, 2002 The Philosophy of the Christian Curriculum R. J. Rushdoony, 2012-10-17 The Christian School represents a break with humanistic education but too often in leaving the state school the Christian educator has carried the state's humanism with him A curriculum is not neutral it is either a course in humanism or training in a God centered faith and life The liberal arts curriculum means literally that course which trains students in the arts of freedom This raises the key question is freedom in and of man or Christ The Christian art of freedom that is the Christian liberal arts curriculum is emphatically not the same as the humanistic one It is urgently necessary for Christian educators to rethink the meaning and nature of the curriculum It should be clear then that whether history science mathematics grammar literature ecology civic duty or law every aspect of curriculum must be reconstructed along Biblical lines The overall objective is for Christian families to prepare and equip themselves for service in the Kingdom of God and this cannot be done without a rethinking of the philosophy of the Christian curriculum In this study Rousas John Rushdoony develops the philosophy of the Christian curriculum It is the pioneering study in this field and it is important reading for all Christian educators The Philosophy of Christian Education Pierre Joseph Marique, 1970 **The Philosophy of Christian Education** Herman Harrell Horne, 1937 **Foundations for a Philosophy of Christian Education** Lawrence Calvin Little, 1962 Synthesizes basic Christian teachings with thoughts derived from the behavioral sciences Text Pursuing Excellence for the Glory of

God Keith A. Currivean, 2022-01-13 What is education How and why do educators do what we do And in what way can and ought education be distinctively Christian These are a few of the probing questions for which this book seeks answers Among other contributions Currivean's book explores a biblical philosophy of Christian education with unprecedented breadth and depth To accomplish this objective it considers what education is chapter 1 what philosophy of education is chapter 2 and what the ultimate goal of education is chapter 3 Additionally this book provides a never before Christian overview of twelve philosophies of education chapters 4-15 Each of those chapters provides an introduction of a particular philosophy of education and some of that philosophy's exemplars Each of those chapters also contributes a constructive Christian critique Chapter 16 highlights a biblical philosophy of Christian education featuring some people some principles and some priorities for a biblical philosophy of Christian education viz pursuing excellence for the glory of God **The Philosophy of Christian Education** Frederick DeLand Leete, 19?? *The Philosophy of Christian Education. [By Frederick D. Leete.]*. Nebraska Wesleyan University (LINCOLN, Neb.), Frederick DeLand LEETE (Bishop in the Methodist Episcopal Church, U.S.A.), 1933

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The Philosophy Of Christian Education Introduction

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