

A Christian Pedagogy 基督徒的教育观



What Is Education? 什么是教育？

Education is the nurture and development of the whole person for his or her proper end (definition by Robert Dabney (1820-1898) in *Secularized Education* (1879)). 教育是对人的全方位培育与发展，旨在使其实现应有的归宿（达布尼在《世俗化教育》一书中的定义）。

Whose Responsibility Is It to Educate Children?

孩子的教育是谁的责任？

There is an ongoing tension between who has rightful authority over the education of children:

关于谁拥有对儿童教育的正当主导权，各方之间一直存在着张力：

1. The parents 父母
2. The church 教会
3. The state 国家

In modern times, that state has taken a more active role in educating children. 在现代，国家在儿童教育中扮演了更为积极的角色。

The problem is that the state is always a humanist approach which strips God and his Word from all knowledge.

问题在于，国家所采取的始终是一种人本主义的路径，将上帝及其话语从一切知识体系中剥离了出去。

Whose Responsibility Is It to Educate Children?

孩子的教育是谁的责任？

The Scripture is clear that parents are the rightful authority over their children's education.

圣经明确指出，父母对子女的教育拥有正当的权威。

The church assists parents in this role so that children are given catechism classes in church.

教会协助父母履行这一职责，在教会内为孩子们提供教义问答课程。

Christianity's Contributions to Education

基督教对教育的贡献

Christianity has been a tremendous power for good, throughout the history of the world. 纵观世界历史，基督教一直是一股巨大的向善力量。

Included in this is the fact that Christianity has done more to promote education than any other worldview. 其中包含这样一个事实：与其他任何世界观相比，基督教在推动教育方面所做的贡献更为巨大。



Christianity's Contributions to Education

基督教对教育的贡献

The incalculable importance of the Bible has led Christians to promote education, principally as a means of better understanding the Bible.

圣经不可估量的重要性促使基督徒推动教育，主要目的是为了更好地了解圣经。

The following are some ways in which Christianity has been a driving force in the field of education. 以下是基督教在教育领域发挥推动作用的几种方式。



Christianity's Contributions to Education

基督教对教育的贡献

Ways in which Christianity has advanced education:
基督教推动教育的方式:

1. Promoting literacy 促进识字

Christian educators have advanced literacy throughout the world as a means of promoting the reading of the Bible.

基督徒教育家在世界各地推动了识字教育，以此促进《圣经》的阅读。

Christians believe that every person has a God-given right to read God's Word.

基督徒相信，每个人都拥有阅读神的话语这一神所赋予的权利。

This means that every person should be taught to read.

这意味着应该教每个人识字。

Case Study: The Hawaiian Language

案例研究:夏威夷语

For more than a thousand years, Polynesians living on Hawaii had only a spoken language, but no written form.

一千多年来，居住在夏威夷的波利尼西亚人只有口头语言，而没有书面文字。



When American missionaries arrived in 1832, they learned the Hawaiian language. **1832** 年美国宣教士抵达夏威夷，学习夏威夷语。

Case Study: The Hawaiian Language

案例研究:夏威夷语

Then, they wrote the language in phonetic form.

随后，他们以语音形式记录了这种语言。

The reason was to be able to translate the Bible into Hawaiian, so that the people could read God's Word. 这样就可以将圣经翻译成夏威夷语，夏威夷人就可以阅读神的话语。

The effort was successful.
这项努力取得了成功。

THE ALPHABET.			
VOWELS.		SOUND.	
Names.	Ex. in Eng.	Ex. in Hawai.	
A a ... â	as in <i>father</i> ,	la—sun.	
E e ... a	— <i>tele</i> ,	hemo—cast off.	
I i ... e	— <i>marinc</i> ,	marie—quiet.	
O o ... o	— <i>over</i> ,	ono—sweet.	
U u ... oo	— <i>rule</i> ,	nui—large.	
CONSONANTS.	Names.	CONSONANTS.	Names.
B b	be	N n	nu
D d	de	P p	pi
H h	he	R r	ro
K k	ke	T t	ti
L l	la	V v	vi
M m	mu	W w	we
The following are used in spelling foreign words:			
F f	fe	S s	se
G g	ge	Y y	yi
1			

Case Study: The Hawaiian Language

案例研究:夏威夷语

The Hawaiians, for the first time in their history, became a literate people, able to read, and write, their own language. 夏威夷人历史上第一次成为有文字的民族，可以阅读和书写他们自己的语言。

It was missionaries, seeking to spread God Word, who developed the written form of language to make this possible.

宣教士们追求传播神的话语，开发了书面文字，使之成为可能。

Thus, education had a guiding purpose – to spread the gospel.

因此，教育具有一项指导性目的——传播福音。

Case Study: The Hawaiian Language

案例研究：夏威夷语

The Hawaiian story is not unique. 夏威夷语的故事并不唯一。

Throughout the world, missionaries developed written languages, and have established schools, in the effort to promote literacy.

世界各地的传教士为了推广识字教育，创制了书面语言并建立了学校。

The near goal is to improve people's standard of living.

近期目的是为了人们的生活水平。

However, the ultimate goal is to allow people to read the Bible, so as to gain salvation through it.

但终目的是让人们可以阅读圣经，通过圣经获得救赎。

Case Study: The Hawaiian Language

案例研究: 夏威夷语

It is interesting to note that the first written book in nearly every world language is the Bible.

有趣的是，几乎世界上所有语言的第一本书都是《圣经》。

Put another way, nearly all world languages developed their written form because of the Bible being translated into that language.

换句话说，世界上几乎所有的语言都是在圣经被翻译成该语言的过程中发展出其书面形式的。

Christianity's Contributions to Education

基督教对教育的贡献

2. Preserving great works of literature 保存伟大的文学作品

Christians have historically preserved great works of literature, history, philosophy, and science.

历史上，基督徒保存了文学、历史、哲学和科学领域的伟大著作。

This is because Christians believe that great works should be read generation after generation to advance sound knowledge.

这是因为基督徒相信，应当代代研读伟大的著作，以促进健全的知识。

Christianity's Contributions to Education

基督教对教育的贡献

3. Universal education 普及教育

Since the time of Martin Luther (1483-1546), Christians have been at the forefront of universal education.

自马丁·路德时代以来，基督徒一直站在普及教育的前沿。

In fact, Luther believed that the government has a moral obligation to ensure that every child received a good education.

事实上，路德认为政府有道义责任确保每个孩子都能接受良好的教育。

Christianity's Contributions to Education

基督教对教育的贡献

Kindergarten was invented by the Christian educator, Frederick Froebel (1782-1852) as a way to promote literacy in young children.

幼儿园是由基督教教育家弗雷德里克·福禄贝尔发明的，目的是为了发展幼儿的读写能力。

The word “kindergarten” means a child’s garden.

“幼儿园”一词的意思是儿童的花园。

The teacher was thought to be a kind of gardener, nurturing children.

人们曾把教师看作是培育儿童的园丁。

Christianity's Contributions to Education

基督教对教育的贡献

The first church Sunday school program started in 1780.

第一个教会主日学始于 1780 年。

At that time, many poor children worked six days a week on farms.

那时，许多贫穷的孩子在农场每周工作六天。

However, on Sunday they attended church services.

星期天他们去教堂做礼拜。

Sunday school was designed to give children basic reading skills, so that they could eventually read the Bible.

主日学旨在培养儿童基本的阅读能力，使他们最终能够阅读《圣经》。

Sunday school became a Christian tradition ever since.

自那时起，主日学便成为了一项基督教传统。

Christianity's Contributions to Education

基督教对教育的贡献

It is also important to note that the early church required at least two years of study before admitting a new Christian to church membership. 同样值得注意的是，早期教会要求新信徒在成为正式成员之前，必须先进行两年的学习。

Christianity's Contributions to Education

基督教对教育的贡献

In the Roman and Greek cultures, only wealthy boys were educated.
在罗马和希腊文化中，只有富有的男孩才能接受教育。

However, Christianity was revolutionary in that it created the concept that both boys and girls, rich or poor, should be educated.
然而，基督教是革命性的，因为它开创了无论贫富，男孩和女孩都应该接受教育的概念。

This grew out of the recognition that Jesus taught both men and women, rich or poor, without distinction.
这源于这样一种认识，即耶稣不分贫富，一视同仁地教导男女。

Christianity has done more to promote literacy among girls, and among the poor, than any other worldview. 与其他任何世界观相比，基督教在促进女孩及贫困人群的识字率方面所做的贡献都更为显著。

Christianity's Contributions to Education

基督教对教育的贡献

Even more revolutionary was the Christian idea that even Roman and Greek slaves should be educated. 更具革命性的是：基督教认为即使是罗马和希腊的奴隶也应该接受教育。

Christian were far more inclusive than pagan authorities.
基督徒比异教当局要包容得多。

Christianity's Contributions to Education

基督教对教育的贡献

5. The concept of grade levels 年级概念

Christian educators were the first to implement grade levels, so that children were grouped by age.

基督教教育工作者率先实行了年级制，从而按年龄对儿童进行分组。

Christianity's Contributions to Education

基督教对教育的贡献

4. The university system 大学体系

The concept of the university has its roots in Christian thinking.
大学的概念源于基督教思想。

Clement (c. 35-99) established a university-like school in Alexandria.
克雷芒在亚历山大建立了一所类似大学的学校。

The school at Alexandria taught: 亚历山大的学校教：

1. Grammar 语法
2. Doctrine 教义
3. Mathematics 数学
4. Medicine 医学

Prominent Christian thinkers such as Origen (185-254), and Athanasius (c. 296-373), graduated from the Alexandrian School.

著名的基督教思想家，如奥利金和亚他那修，都毕业于亚历山大大学。

Christianity's Contributions to Education

基督教对教育的贡献

By the 4th Century, church schools taught:
到公元 4 世纪，教会学校开始教：

1. Arithmetic 算术
2. Astronomy 天文
3. Doctrine 教义
4. Geometry 几何
5. Grammar 语法
6. Logic 逻辑
7. Music 音乐
8. Rhetoric 修辞

Christianity's Contributions to Education

基督教对教育的贡献

Universities in the Western world were overwhelmingly founded, and administered, by Christian educators.

西方世界的大多数大学都是由基督教教育家创办并管理的。

Nearly all early American universities were founded by Christians.

几乎所有早期的美国大学都是由基督徒创办的。

Two Great Textbooks 两本伟大的教科书

Scientist Francis Bacon (1561-1626) said that God has given mankind two great textbooks.

科学家弗朗西斯培根曾经说过，上帝赐给人类两本伟大的教科书。

1. The creation is his general revelation of himself.

创造，是他的普遍启示。

That is why the creation exists – to reveal God.

受造物存在的目的，是要揭示上帝自己。

That is the purpose of all knowledge to reveal God himself.

所有知识的目的，是要揭示上帝。

2. The Bible is his special revelation of himself.

《圣经》，是他的特殊启示。

Two Great Textbooks 两本伟大的教科书

The two forms of revelation work in tandem. 两本书彼此效力。

The Bible was revealed in the context of general revelation.
圣经是在普遍启示的背景下被启示的。

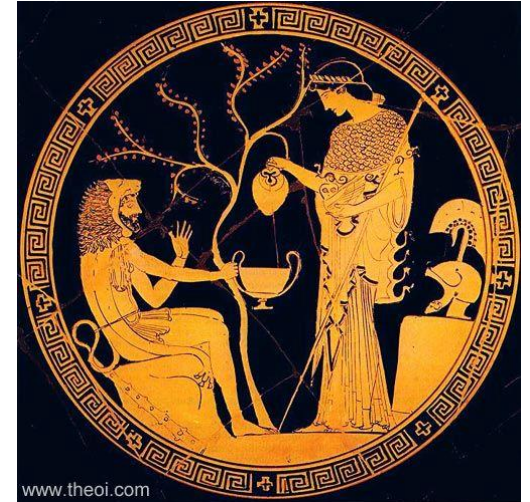
General revelation is rightly interpreted by the Bible.
普遍启示，则经由《圣经》被合理地诠释出来。

Special revelation teaches us how to correctly interpret general revelation. 特殊启示教导我们如何正确解读普遍启示。

Two Great Textbooks 两本伟大的教科书

Acts 使徒行传 17:11: Now the Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and *examined* the Scriptures every day to see if what Paul said was true.

这地方的人贤于帖撒罗尼迦的人，甘心领受这道，天天考查圣经，要晓得这道是与不是。



Two Great Textbooks 两本伟大的教科书

Without the correct interpretation, the general revelation becomes scattered, illogical, meaningless, confusing, and ultimately boring.

若没有正确的解读，普遍启示就会变得支离破碎、缺乏逻辑、毫无意义、令人困惑，并最终变得枯燥乏味。

That is why people are often so bored with what they see, and study, around themselves.

正因如此，人们往往对自己周围所见和所学的事物感到十分厌倦。

A Summary of Humanistic Education 人文主义教育

What is humanism? 什么是人文主义?

1. A modern non-theistic movement, which uses rationalism
人文主义是一场基于理性主义的现代非神论运动。
2. The belief that man is capable of ethical conduct without the need for a supernatural power
人文主义认为，人类无需借助超自然力量，也能践行合乎道德的行为。
3. The belief that life can be understood without reference to God
人文主义认为，无需顾及神也能理解生活。
4. The assertion that one can function in life, without any reference to God
人文主义还主张，人在生活中行事为人无需顾及神。
5. The religion of secular education 人文主义是世俗教育的宗教。

A Summary of Humanistic Education 人文主义教育

A summary of humanistic education: 人文主义教育:

1. Blind submission to man's authority, or the supposed authority of the "expert" 盲目顺从人的权威，或是所谓“专家”的权威。
2. Knowledge for its own sake 为自己学习
3. Passing exams as the highest goal 以通过考试为最高目标
4. Comparisons and competition as motivators 比较/竞争是其动力

A Summary of Humanistic Education 人文主义教育

5. Shaping behavior, with no reference to man's worshipping state
塑造行为，而不涉及人的敬拜状态
6. Winning praise for achievement 靠成绩来获得称赞
7. Excellence for the purpose of getting a good job
为获得好工作而追求卓越

A Summary of Christian Education

基督徒教育

Christian education might also be called theistic education.
基督教教育也可称为有神论教育。

This is education which recognizes, and honors, God as creator, and sustainer, of the universe.
这种教育承认并尊崇神为宇宙的创造者和维系者。

It also recognizes that God's revelation must form the basis for all knowledge. 它也承认，神的启示必须构成一切知识的基础。

A Summary of Christian Education

基督徒教育

A summary of Christian education: 基督徒教育总结:

1. Submission to authority out of submission to God himself
出于对神本身的顺服而顺服权柄
2. Knowledge as grounded in the person of God himself
知识植根于神自身位格之上
3. Passing exams as a secondary goal to a greater growth and change process
追求更大的成长和改变，比通过考试更重要
4. To downplay comparison and competition as taking one's eyes off of eternal rewards
不看重竞争与比较，而看重永恒的奖赏

A Summary of Christian Education

基督徒教育

5. Shaping the heart (*nous* – in Greek) 塑造心灵（希腊语中叫 **nous**）
6. Achieving only for the praise and glory of God
一切成就只为神的赞美与荣耀
7. Excellence for the purpose of worshipping God with one's mind
为了以心智敬拜神而追求卓越

Seven Crucial Issues in Education

教育中的七个关键问题

There are seven crucial issues in education:
在教育中有七个关键问题:

1. Who holds authority? 谁掌握权柄?
2. What is the educational goal? 教育的目标是什么?
3. What is the nature of mankind? 人类的本性是什么?
4. What qualifies one to be an educator?
成为一名教育者的资质是什么?

Seven Crucial Issues in Education

教育中的七个关键问题

5. What is the correct curriculum? 对的课程是什么?
6. What is the educational climate? 教育氛围该怎样?
7. Is there is a proper means of guarding students from evil?
是否有恰当的方法保护学生免受邪恶侵害?

(This list from Pastor Albert Martin, Trinity Baptist Church)
这份清单来自三一浸信会的阿尔伯特·马丁牧师

1. Who Holds Authority? 谁掌握权柄?

Education is built upon the question of authority. 教育建立在权柄上。

Who has the authority over the curriculum? 课程的掌权者是谁?

In secular education, human reason is considered the highest authority. 在世俗教育中，人类理性被视为最高权威。

Secular education is built upon the supposed authority of the “expert.” 世俗教育建立在“专家”所谓的权威上。

This means that students must submit to what secular experts say. 这意味着学生必须服从世俗专家的说法。

In secular education, man defines his own problems, and seeks his own solutions, through his own supposed wisdom, without any regard for God, or his Word. 在世俗教育中，人凭借自己所谓的智慧来界定问题并寻求解决方案，完全不顾及神或祂的话语。

Who Holds Authority? 谁掌握权柄？

In theistic education, the Word of God is the highest authority.
在有神论教育中，神的话语是至高无上的权威。

Thus, students submit to, and are shaped by, God's Word.
因此，学生们顺服神的话语，并受其塑造。

This causes God's Word to become central in any field of study (even in the sciences and mathematics).
这使得神的话语成为所有学习领域（甚至包括科学和数学）的核心。

Students even gain motivation to study because of God's Word, that it alone makes their study meaningful. 学生们甚至因为神的话语而获得学习的动力，因为唯有神的话语才能赋予他们的学习意义。

2. What Is the Educational Goal? 教育的目标是什么？

In secular education the goal is that each student would become a good citizen of the country, and in a more sinister sense, to become a good citizen of the new world order (based on the writings of John Dewey). 世俗教育的目标是让每位学生成为国家的优秀公民，而从更险恶的层面来看，则是要让他们成为“世界新秩序”的优秀公民（这一观点基于约翰·杜威的著作）。

John Dewey believed that education exists to create a single global family of mankind.

约翰·杜威认为，教育的存在旨在构建一个全人类的全球大家庭。

What Is the Educational Goal? 教育的目标是什么？

The goal of theistic education is to form children into disciples of Christ. 有神论教育的目标是将儿童塑造为基督的门徒。

Disciples are then equipped to bring the gospel into the world, so that Christ is glorified. 门徒由此装备好将福音带入世界，使基督得着荣耀。

What Is the Educational Goal? 教育的目标是什么？

Jesus commanded his disciples in Matthew 28:19, 20: Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age. 耶稣在马太福音28:19,20吩咐门徒说：所以你们要去，使万民作我的门徒，奉父子圣灵的名，给他们施洗。凡我所吩咐你们的，都教训他们遵守，我就常与你们同在，直到世界的末了。

Notice that Jesus sent his disciples out to make additional disciples throughout the world.

请注意，耶稣差遣门徒到世界各地去培育更多的门徒。

The disciples were to teach others everything that Jesus had taught. 门徒们要将耶稣所教导的一切教导给别人。

Thus, teaching has always been a crucial component of Christianity. 因此，教导一直是基督教至关重要的一部分。

What Is the Educational Goal? 教育的目标是什么？

The disciples took Jesus' commands seriously, as Acts 5:42 indicates that the disciples “did not cease teaching.” 门徒们认真对待耶稣的吩咐，正如《使徒行传》5:42 节所显示的，门徒们“没有停止教导”。

Also, notice that one of the biblical requirements for an elder is that he must be “able to teach” (1 Timothy 提摩太前书 3:2). 此外，请注意，圣经对长老的要求之一是必须“善于教导”。

What Is the Educational Goal? 教育的目标是什么？

The Greatest Commandment is Mark 12:30, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.

马可福音 12:30 中最大的诫命是尽心尽力尽心爱主你的神。

Loving God with all one's mind is a crucial motivation for education.

全心全意爱神是教育至关重要的动力。



3. What Is the Nature of Mankind? 人类的本性是什么？

In secular education, man is assumed to be:

在世俗教育中，人们假定人是：

1. An animal produced by evolution 一种由进化产生的动物
2. Fundamentally ethically good, having a predisposition toward good
人性本善，人具有向善的倾向

(If one acts out evil, it is either his parent's fault, the result of not having various needs met, or society's fault.) 如果一个人作恶，要么是父母的错，要么是各种需求未得到满足，要么是社会的错。

3. Autonomous 自主的

Man can discover all truth for himself. 人可以自行发现一切真理。

What Is the Nature of Mankind? 人类的本性是什么？

Theistic education assumes the following about mankind:
有神论教育对人类持有以下看法：

1. An image-bearer of God 人是上帝形象的承载者
2. A fallen sinner 人是堕落的罪人
3. Redeemable in Christ 人在基督里可蒙救赎

Thus, the theistic view sees the entire sweep of Scripture from beginning to end. 因此，有神论观点涵盖了从始至终的整部圣经。

Case Study: Understanding the Student

案例研究：了解学生

The learning styles or strengths: 各种学习方式及长处

1. Visual – visual learners are by far the most numerous.

视觉型——视觉型学习者的人数遥遥领先，占绝大多数。

They learn best through visual media.

视觉媒体是他们最好的学习方式。

2. Auditory – auditory learners are best suited to gain knowledge through “listening”

听觉型——听觉型学习者最适合通过“听”来获取知识。

3. Kinesthetic – kinesthetic learners need physical movement, in order to learn 动觉型——动觉型学习者需要通过身体活动来进行学习。

Case Study: Understanding the Student

案例研究:了解学生

While students may exhibit various mental strengths, this approach is highly-defective for several reasons: 尽管学生可能展现出各种心理优势，但这种方法存在严重缺陷，原因有以下几点：

1. This understanding does not seek to develop complimentary skills in students. 这种理解并不旨在培养学生互补的技能。

A visual learner is not adequately challenged to become a strong auditory learner. 视觉型学习者未能获得足够的挑战，从而发展成为出色的听觉型学习者。

Case Study: Understanding the Student

案例研究:了解学生

2. This perspective does not see sin issues, which may drive learning styles. 这一视角未能看到可能影响学习风格的罪的问题。

3. This approach can easily become a covering for a lack of discipline in students. 这种做法很容易成为学生缺乏自律的掩饰。

Students are easily given an excuse for not exercising discipline.
学生很容易找到不遵守规矩的借口。

Case Study: Understanding the Student

案例研究:了解学生

Children look to education as part of a plan to help them win their battle against God.

孩子们将教育视为一项计划的组成部分，旨在助其赢得与神的抗争。

They want a way to deal with their finiteness problem.

他们想要找到一种方法来应对自身的有限。

They want to be functionally infinite. 他们想要无所不能。

The objective is to get the gift, without knowing the Giver.

目标是得到恩赐，但不用认识施恩者。

There is no recognition that the Giver is the gift, and the gifts only exist so that one would know the Giver. 人们未能认识到，施恩者本身就是恩赐，而各种恩赐之所以存在，仅仅是为了让人得以认识施恩者。

4. What Qualifies One To Be an Educator? 成为一名教育者的资质是什么？

In the secular education model, one is qualified to teach, if he is faithful to the secular system, having been certified to uphold that system.

在世俗教育模式下，只要一个人忠于世俗体系，并获得维护该体系的资格认证，他就有资格任教。

There is no regard for an educator's personal ethical standards.

这种模式下，教育者的个人道德标准不被重视。

What Qualifies One To Be an Educator? 成为一名教育者的资质是什么？

In theistic education, the educator should be a disciple of Christ, so that his or her entire life reflects Christ to his or her students. 在有神论教育中，教育者应当是基督的门徒，从而使其整个生命向学生彰显基督。

Thus, to be an educator, one's entire life must reflect a thoroughly Christian worldview. 因此，要成为一名教育者，其整个生命必须体现出彻底的基督徒世界观。

5. What Is the Correct Curriculum? 对的课程是什么？

Secular education deliberately excludes the God of the Bible from every study, so that man is given full authority to determine for himself what he will study. 世俗教育在各项学科中刻意排除了《圣经》中的神，从而赋予人充分的自主权，由其自行决定研究什么。

Man decides that he will study particular topics, but not others, based on what most advances the secular agenda.

人决定要学习的课题，不是由别人依据什么最能推进世俗日程而决定。

What Is the Correct Curriculum? 对的课程是什么？

Theistic education bases every study on a creation, fall, redemption model.

有神论教育将各项学习建立在“创造、堕落、救赎”这一模式之上。

Theistic education builds off of Proverbs 1:7, that the fear of the Lord is the beginning of knowledge. 有神论教育立足于《箴言》1:7 的教导，即“敬畏耶和华是知识的开端”。

There is a commitment to seeing history through the lens of Scripture, so that one would understand all events as God sees them. 它致力于透过圣经的视角审视历史，以便我们能按照神的眼光去理解一切的事。

Theistic education takes a wholistic view of study, so that it builds wisdom into the student, the ability to rightly assess everything from God's perspective. 有神论教育采取整体性的学习观，旨在培养学生的智慧，使其具备从神的角度正确评判万事的能力。

What Is the Correct Curriculum? 对的课程是什么？

Education is about encountering a person. 教育关乎位格的相遇。

It is about introducing the Person of God, through his general revelation, in order to better understand him, and his special revelation. 其目的是通过神的普遍启示来介绍神的位格，从而更好地理解祂以及祂的特殊启示。

Job 约伯记 38:4: 'Where were you when I laid the earth's foundation? Tell me, if you understand.'

我立大地根基的时候，你在哪里？你若有聪明，只管说罢！

Hebrews 希伯来书 1:10: In the beginning, Lord, you laid the foundations of the earth, and the heavens are the work of your hands. 又说：主阿，你起初立了地的根基；天也是你手所造的。

What Is the Correct Curriculum? 对的课程是什么？

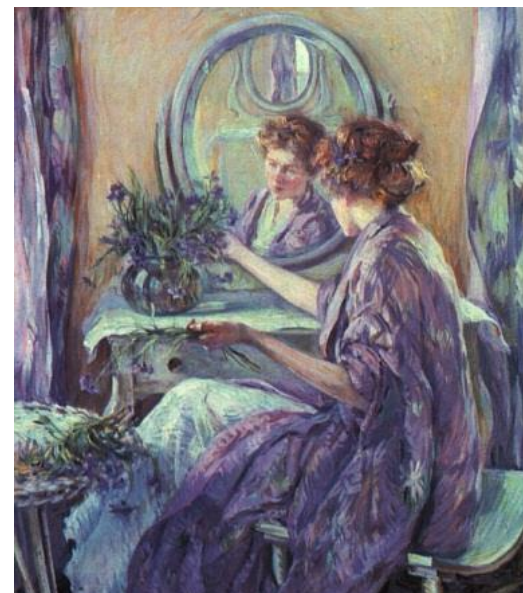
Christianity is not just about finding the right principles, applying them and making life work, go smoothly, and avoid struggle.

基督教不仅仅关乎寻找正确的原则并加以应用，从而让生活顺遂、免受挣扎。

God's purposes are far higher than that.
神的目的远不止如此。

His purpose is that we interact in a relationship that involves daily forgiveness, and experiences of grace.

祂的目的是让我们以一种包含每日饶恕并经历恩典的关系中互动。



What Is the Correct Curriculum? 对的课程是什么？



To take this away, and to reduce Christianity to a set of principles, is to remove God from our lives. 若剥离这一点，将基督教简化为一套原则，便是将神从我们的生活中剔除。

That is essentially what Christianity has been reduced to.
这基本上就是基督教如今沦落成的样子。

6. What Is the Educational Climate? 教育氛围该怎样？

Secular education creates a climate of being non-directive on moral issues. 世俗教育营造了一种对道德问题不加指导的氛围。

The secular education system presents itself as tolerant of all views, because if man is just an animal, then there are no moral absolutes, to which he is bound. 世俗教育体系标榜自身对所有观点都持宽容态度，因为如果人仅仅是动物，那么就不存在任何道德绝对准则约束他。

(However, this is a lie, since Christianity is not permitted an equal place in the secular forum.) 然而，这是一种谎言，因为基督教在世俗教育体系中没有获得平等的地位。

What Is the Educational Climate? 教育氛围该怎样？

Theistic education begins with the fear of God (Proverbs 箴言 1:7), and honoring mother and father (Exodus 出埃及记 20:12).

有神论教育始于敬畏上帝和孝敬父母。

There is a recognized authority to which all Christians are bound, which directs all moral issues.

所有基督徒都受制于一个公认的权威，这个权威指导着一切道德问题。

There is absolute truth, which directs each person's conscience.

存在着一个绝对真理，它指引着每个人的良知。

7. Is There a Proper Means of Guarding Students from Evil? 是否有恰当的方法保护学生免受邪恶侵害？

In secular education all students are deliberately grouped together.
在世俗教育中，所有学生都被刻意分组。

Thus, students who show poor moral character are grouped with those who show high moral character.
因此，品行不端的学生会被分到一组，与品行高尚的学生放在一起。

Is There a Proper Means of Guarding Students from Evil? 是否有恰当的方法保护学生免受邪恶侵害？

In theistic education, there is rightly a selectivity with regard to which students attend the Christian school.

在有神论教育中，针对哪些学生入读基督教学校进行甄选是恰当的。

Education as Sanctification 教育是一种成圣

Education is a subset of sanctification, and incorporates many of the qualities of sanctification into itself.

教育是成圣的一个组成部分，具有成圣的许多特质。

It is about re-forming, re-shaping the student, not about merely being exposed to knowledge.

重新塑造学生，而不仅仅是强加知识给他们。

It is about shaping the entire person – body, heart, will, and mind.

塑造全人，涵盖身体、心灵、意志与头脑。

It was firstly about growth in wisdom, learning to correctly divide the word of truth. 首先是智慧的增长，学习正确地分解真理的道。

Education as Sanctification 教育是一种成圣

The Christian educator does not merely seek to be an example of Christ, or to model Christ.
基督徒教育者，不只是一要成为基督那样的榜样，或效法基督。

The Christian educator confronts students with the living Christ himself.
还要挑战学生面对那位活着的基督。

He does not just give people a good model, but he introduces them to the model, as savior.
他不只是一要给人一个好的榜样，而是要使他们认识一位榜样，即救主。



Education as Sanctification 教育是一种成圣

There is in Christian education a continual movement toward, not just a Christian way of thinking, but a movement toward Christ himself.

在基督教教育中，存在着一种持续不断的趋向——这不仅是向着一种基督教思维方式的趋向，更是向着基督本身的趋向。

That is its highest goal. 那是最高目标。

It is not about caring pragmatism. 不是体贴人的实用主义。

That is an enemy of the gospel. 那是福音的敌人。

It is about going after the root, the fortress, the covering, the sense of false security in things that are perishing. 而是要对付根源问题、营垒、假象和在所有会消亡事情上的错误安全感。

Inconsistencies in Education 教育领域的不一致

Common
Grace
普遍恩典

Humanistic Education
人文教育

Theistic education is also inconsistent, on account of the intrusion of secular thought.

由于世俗思想的侵入，有神论教育也变得不连贯。

When Christian educators turn to secular sources of knowledge, they degrade theistic education. 当基督教教育者转向世俗知识来源时，他们便降低了有神论教育。

Theistic Education
有神论教育

Secular
Thought
世俗思想

Humanistic education is inconsistent, on account of God invading it with common grace. 人文主义教育并非始终如一，因为神以“普遍恩典”介入了其中。

Christians also function as salt and light to the secular education system, so that it does not regress to its logical conclusions.

基督徒在世俗教育体系中也发挥着“盐”与“光”的作用，从而防止该体系滑向其逻辑上的必然结局。

A Summary of Christian Education

基督徒教育

“Education is not filling a pail but lighting a fire.” (William Butler Yeats)
教育不是注满一桶水,而是点燃一把火。 (威廉巴特勒叶芝)



Crucial Elements of Christian Education

基督教教育的关键要素

Christian education carries with it the following invaluable qualities for proper human development: 基督教教育有以下极宝贵的要素，使人有正确的发展：

1. Discipline and structure – respect for authority, but not a blind submission to authority
纪律和架构：尊重权柄，但不盲从权柄



Crucial Elements of Christian Education

基督教教育的关键要素

2. Discussion – sharing with others what one has discovered, asking that others likewise share what they have discovered
讨论：和他人分享自己所发现的，也聆听别人所发现的



Crucial Elements of Christian Education

基督教教育的关键要素

3. Exploration – to simply enjoy and take pleasure in discovering God's creation

探索：享受并以发现神的创造为乐

4. Investigation – inquiry, an inquisitive mind which seeks to uncover truth

查考：探索，带着询问发现真相



Crucial Elements of Christian Education

基督教教育的关键要素

5. Comparison/contrast – being able to rightly divide, and weigh evidence. To see connections and disconnections (called the continuity/discontinuity in knowledge)

比较/对比：能够正确区分和评估证据。发现其中的联系和区别（被称为连续或不连续的知识）

6. Analysis/logic – being able to correctly weigh the data and understand what has been acquired 分析/逻辑：能够正确评估数据，理解其结果



Crucial Elements of Christian Education

基督教教育的关键要素

7. Struggle/wrestling with – not having all the answers, and not being certain of every conclusion. 挣扎、较量：无法获得所有的答案，不能确定全部的结论。

There is a natural wrestling and struggling process that must occur.
这是很自然的、必然会发生的挣扎、较量的过程。

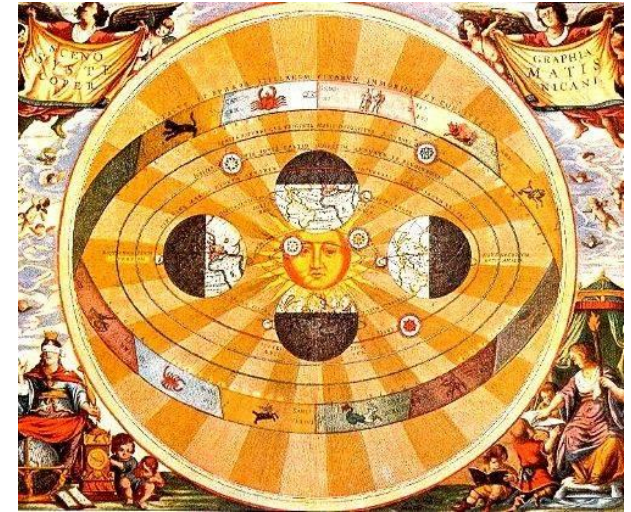


Crucial Elements of Christian Education

基督教教育的关键要素

8. Apologetics (1 Peter 彼得前书 3:15) –
being able to craft arguments to counteract
secular thinking, and being able to
articulate a coherent Christian worldview
护教学：能够与世俗思想辩论，能够清楚表
达完整的基督教世界观

All of these elements are developed
through the lens of the Bible. 所有这些元
素，都要藉着《圣经》而获得。



Some Advice for Teachers

给教师的建议

Some Advice for Teachers 给教师的建议

1. Know the subject matter thoroughly, anticipating where the students will have trouble in comprehension
老师应充分掌握学科知识，并能预知学生在哪里有理解困难
 2. Know how to make the subject matter exciting, so that the student keeps his attention upon it.
使学科内容能引起学生兴趣，让学生全神贯注
 3. Use clear and vivid language to communicate.
使用生动活泼的交流语言。
 4. Begin with what the student already knows, and use that as a bridge to the unknown. 从已知引到未知。
- Thus, the known should explain the unknown. 让已知阐释未知。

Some Advice for Teachers

给教师的建议

Some Advice for Teachers 给教师的建议

5. Stimulate the student's own mind to arrive at truths.

激发学生找出答案的主动思维。

6. Ask the student to put the truths into his own words.

要求学生用自己的话进行阐释。

7. Review previously learned truths, and find new applications.

复习所学知识，找到新的运用方式。

Review Questions 复习样题

1. From the class notes, “A Christian Pedagogy,” explain the section, “Christianity’s Contributions to Education,” in detail. 根据讲义《基督徒的教育观》中，详细解释“基督教对教育的贡献”部分。
2. From the class notes, “A Christian Pedagogy,” explain five of the elements in the section, “Seven Crucial Issues in Education.” 根据讲义《基督徒的教育观》中，详细解释“教育中的七个关键问题”中的五个。
3. From the class notes, “A Christian Pedagogy,” explain six of the eight “Crucial Elements in Christian Education,” in detail. 根据讲义《基督徒的教育观》，详细解释了“基督教教育的关键要素”中的六个。