

# INTRODUCTION TO VOLUME SIX

Dean G. Blevins

Sr. Editor

Greetings and welcome to the sixth volume of *Didache: Faithful Teaching*. This edition provides an interesting blend of contemporary culture and educational reflection. The research section is dedicated to a Wesleyan engagement with contemporary culture. Normally, "cross-cultural" implies a shift across world regions or ethnic perspectives. However, theorists are beginning to recognize that cultural analysis often begins at "home" (or in this case in Western culture...the one cultural perspective often overlooked in cultural analysis). My apologies to our readership in non-western settings, this edition may seem more like Eurocentric navel-gazing... but with good reason. The advent of a "postmodern perspective" (which the journal has addressed in previous editions) in larger evangelical settings invites the journal to take another look at this phenomena, including recent developments in popular culture.

The journal opens with a Biblical perspective on postmodern pluralistic culture courtesy Dean Fleming and Kent Brower. These presentations (as well as Deidre Brower-Latz later in the journal) represent the recent European Theology Conference. Conference leadership will soon provide a print publication of most of the conference proceedings. For more information contact Dr. Dwight Swanson, Nazarene Theological College, Manchester at [dswanson@nazarene.ac.uk](mailto:dswanson@nazarene.ac.uk). The journal then turns to a new postmodern evangelical ministry phenomenon popularly known as emerging churches. My treatment, and Dr. Brower-Latz, tries to make sense of this exciting new ministerial movement from a Wesleyan perspective. The research section closes with two essays on popular culture. Brannon Hancock, a newcomer with deep Nazarene roots, offers his interpretation of the new movie, *The Da Vinci Code* while Mark Bilby offers a short but solid treatment of the recent release of *The Gospel of Judas*. Both presentations merit our attention since popular culture provides one of the more powerful forms of education at work in society today.

A casual read of the Insights into Practice may raise the question whether this journal section provides a bit of a misnomer. In lieu of simple essays, the section offers a series of interesting articles on the nature of education. Ruth Reynard's insightful treatment of local congregational education, coupled with Lori Niles overview of narrative teaching, demonstrate both critical and creative aspects of transformational Christian education. John Hawthorne's treatment provides a unifying approach to faith and learning for teachers and administrators dedicated to faithful educational institutions.

The journal closes with two student articles. Edwin de Jong, an adjunct professor in Europe and important contributor in his own right, provides his philosophy of Christian Education. Edwin's article comes by recommendation from Mark A. Maddix, Dean of the School of Theology and Christian Ministry at Northwest Nazarene University (my thanks to Mark for the excellent suggestion). Josh Sweeden, a student from Nazarene Theological Seminary, closes the journal with a fascinating work on Christian vocation and higher education. Josh's article came via recommendation of Dr. Edwin Robinson, now president at Mid America Nazarene University. I was honored to return to my alma mater, Nazarene Theological Seminary, with Ed's move into the presidency. My appreciation extends not only to Ed but also to NTS. The seminary graciously encourages my continued work with the

journal and now provides crucial technical support through their Information Technology (IT) department. My thanks to IT director Jeff Sykes for his efforts... which you see in the new online journal design and hopefully in the expanded options the journal will provide in the future. As always I want to thank Dr. Mike Vail who has served several years to insure the fine quality of our CD and online versions of the journal.

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As always *Didache: Faithful Teaching* extends an invitation to all working the field of Wesleyan higher education to submit to the journal. The primary criteria remain that articles should address aspects of faith, culture or teaching within a Wesleyan ethos. Conference presentations are evaluated upon recommendation and independent articles are peer-reviewed. We seek to support the efforts of new scholars and educators in all world regions and welcome articles that will help advance the journal's global perspective. Faculty may also recommend student work that represents the best of that institution's efforts. See guidelines for submissions. I would encourage anyone thinking of submitting to send their articles no later than September 2006 for our January edition.

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