



Theological Education by Extension (TEE): *An Historical and Thematic Outline*¹

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Theological Education Overseas (conditions before TEE)

Transplanted U.S.-style institutions, largely residential
Few graduates going into direct service to the church
Curriculum under increasing attack as irrelevant

Origins in Guatemala (1965-70)

Motives:

- 1) Necessity, in order to get students
- 2) To better meet the needs of churches with untrained ministers

Procedures: Transplanting to other locations (with some contextualization)

Discovery: Different clientele with different motivations

Rapid Spread of TEE (1970-75)

National church leaders—the hope for more relevant TE
Technological promotion—“flow charts for Latin America”
Need within mission education—giving better account for costs
Co-ordinated expansion—unprecedented inter-mission co-operation

Early Analyses of TEE (1971-73)

TEE as one evidence of worldwide attacks on schooling

Apologetics of TEE (Ward and Rowen):

- Demographic (making education available where the needs are)
- Historical (the teaching modes of Jesus)
- Theological (the contextual development of true leadership)
- Pedagogical (the more effective learning through field experience)

The Backlash (1972-76)

Reactions against American pushiness—resentment of external answers
Reactions against technology—fallout from the TEE=PI error [programmed instruction]
Reactions against innovation—national churches’ uneasiness
Reactions to the shift to “lower level” education—elitism and status quo
Reactions against the threat to national initiative in TE—especially rapid

¹ Outline for the Staley Lectures (1979), Gordon-Conwell Theological Seminary

expansion of expatriate sector

The Meaning of TEE

The counterpart (within TE) of the contextualization movement within theology

The “fuse” of TE reform—“breaking school’s grip,” to allow new forms

Transition from *power* to *service* as image of leadership education

Challenging of one of the remaining non-reformed aspects of the church: leadership style

Dark Clouds on the Horizon

Worldwide curriculum (ignoring gains in contextualization)

Accreditation (assuring even longer dependency on missionaries)

Implications for Reform of Theological Education

Contextualization of curriculum

Experiential learning (praxis)

Service, replacing power, as educational purpose

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