NTL661 — The Acts of the Apostles, Block (AM, Tuesday)  
Spring 2013

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
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Office: (816) 268-5412
Office Hours: By appointment

Catalog Description
A consideration of the literary genre of the book, followed by an examination of its theological emphases as indicated by study of representative passages.

Course Narrative & Rationale
The foundational assumption of the exegesis classes at NTS is that close reading of Biblical texts is formative for Christian and ministry development. By modeling such reading of a New Testament text the NTL courses invite students to develop their own abilities to independently exegete the biblical text. The integration of historical, cultural, literary, and theological insights into the text will facilitate contemporary application of its message.

The Acts of the Apostles is a middler-level, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are the recommended prior coursework. Acts will meet the requirement for a prescribed New Testament [exegesis] course in the M.Div. program. It may also serve as a prescribed New Testament Exegesis course and/or a Biblical elective in the MA(TS) programs. It may be taken as an elective without regulation.
Course Vision
If God were to really bless this course students would be captivated by the message of Acts and the Christian practices of the earliest church. Their understanding of the church and of the gospel would focus the direction of their own Christian lives and ministries. They would be captured by the vision of experiencing the faithfulness of God, the power of the Risen Christ, and the fellowship of the Holy Spirit, and would give their lives to nurturing communities of faith within the Christian tradition. Their participation in the mission of God revealed in Acts would give them the confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in students their ministries would spill confidence in God into the life of the church. As the church begins to live out of the forming reality of the gospel the world would discover authentic Christianity and receive both a winsome and challenging witness to the call of Christ. Some in the world would reject this gospel because of correctly understanding it. Some would accept the call of Christ with joy.

Degree Objectives
This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church.”

- MACFD Objective 1, “A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church. This personal commitment and redemptive ministry will be exhibited in the following outcomes; the student will: a. Identify aspects of the biblical narrative (scriptures and theological themes) that shape both personal journey and vocational ministry.”

- MAICS Objective 1, “Knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions, exhibited in the following outcomes; the student will: a. Interpret biblical texts with awareness of Scripture’s formative power and of the role of culture in the writing and interpretation of Scripture,” and Objective 2, “Articulation of the biblical-theological understandings of the missio Dei in ways that assist the church’s response to God’s call to participate in that mission, exhibited in the following outcomes, the student will: a. Trace the missio Dei in the narrative of scripture through the lives of key people and through critical turning points.”
MA(TS) General Academic Track Objective 2, “Knowledge of the major theological disciplines and their interrelationships exhibited in the following outcomes, the student will:  
a. Analyze and integrate important terminology in the fields of biblical studies, theology and church history,” and “b. Compare and integrate key voices (both persons and movements) in biblical studies, theology and church history,” and Objective 3, “Ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons; students reflect this ability through the following outcomes:  
a. Identify and analyze key problems (practical and conceptual) that theological insights address for Christian life.”

**Course Outcomes**

As a result of this course the student should be able to:

1. Describe the content, structure, and themes of the book of Acts, (accomplished in Assignments 1, 2, 4, and 7),
2. Summarize the critical issues related to Biblical Introduction as they pertain to Acts, (accomplished in Assignments 2, 6, and 7),
3. Describe the social and historical context in which Acts first functioned and the significance of that context for our understanding of Acts, (accomplished in Assignments 2, 3, and 7),
4. Discern the vision of the church and the means of ministry by the church revealed in Acts (accomplished by Assignments 2, 4, and 7),
5. Analyze the theological issues at stake in both specific texts in Acts and in the vision of the church revealed in Acts, (accomplished by Assignments 3, 4, and 7),
6. Apply the content of Acts in a ministry setting by means of a sermon or teaching lesson from the book of Acts, (accomplished by Assignment 5), and
7. Present well researched work investigating an issue or a passage from the book of Acts (accomplished by Assignment 6)

**Church of the Nazarene COSAC Competencies**

CN11 – Ability to identify the significant elements of the message of Jesus and Paul (accomplished in Assignments 1, 2, 3, and 7),
CN12 – Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (accomplished in Assignments 2, 3, and 7),
CN14 – Ability to identify and describe the major theological concepts of the New Testament (accomplished in Assignments 1, 2, 3, 4, and 7),
CN20 – Ability to reflect theologically on life and ministry (accomplished in Assignments 4, 5, and 7),
CP1 - Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (accomplished in Assignments 5, and 6),
CP2 - Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (accomplished in Assignments 5, and 6),
CP3 - Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (accomplished in Assignments 5 and 6).

CP10 – Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (accomplished in Assignments 1, 2, 3, 4, 5, 6, and 7).

**Required Texts & Course Materials**

The Bible: Students who do not use Greek and Hebrew should access the text through the NASB, ESV, or NRSV. The reading of the book of Acts for the Inductive Study should be done from an edition with the fewest interpretive aids printed with the biblical text.


**Course Outline**

**Course Assignments & Requirements**

1. **Inductive Study of Acts (Outcomes 1, CN11, CN14, and CP10)** - An inductive study of Acts will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of Acts. Each reading should be done on a separate day so you will need to begin the process soon. The notes from Reading 1 will be due to be uploaded to the Moodle Inductive Study Reading 1 assignment tab by 11:55 p.m., February 8. The chapter titles and notes from Reading 2 will be due to be uploaded by 11:55 p.m., February 11. The color markings and notes from Reading 3 will be due to be uploaded by February 15. You should do the color marking by color highlighting a digital copy of Acts’ text and submitting it electronically. An electronic copy of the NRSV of Acts is available in the Course Resources for this course on Moodle. Reading 4 should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your name, the Title you select for the whole book of Acts, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be uploaded by February 18. Remember, these reading reports are to be posted no later than 11:55 p.m. CDT on the due date. Be sure your name is on the assignment and that you put an appropriately descriptive title (Ind Study Reading 1, Ind Study Reading 2, Ind Study Reading 3, etc.) on each assignment. Please name the file with your first name, your last name, and the title (e.g. Roger Hahn Ind Study Reading 1).
2. **Peterson Textbook Reading (Outcomes 1, 2, 3, 4, CN11, CN12, and CP10) -** You should read the textbook commentary by Peterson according to the schedule provided in the Course Calendar below. You should have completed the pages of reading listed for the respective weeks of the class prior to arriving in class that week.

3. **Rowe Book Report and Response (Outcomes 3, 5, CN11, CN12, and CP10) -** By 11:55 pm on March 25, a book report and response to the textbook by C. Kavin Rowe will be due. The assignment has two distinguishable sections: a) the report section should be between 350 and 400 words that both summarize the basic content of and evaluate the strengths and weaknesses of Rowe’s textbook, and b) the response section of between 350-400 words that reflect critically on the significance of Rowe’s book for 21st century Christians of the culture with which you are most familiar. This second part of the assignment asks you to reflect critically on the culture with which you are most familiar and to make theological judgments regarding how Rowe’s approach would be helpful to challenge Christians living in that culture.

4. **Land Book Report and Response (Outcomes 1, 4, 5, CH14, CN20, and CP10) -** By 11:55 pm on May 6, a book report and response to the textbook by Darin Land will be due. The assignment has two distinguishable sections: a) a report section that should be between 350 and 400 words that both summarize the basic content of and evaluate the strengths and weaknesses of Land’s textbook, and b) the response section of between 350-400 words that reflect critically on the issue of ecclesiastical authority and church leadership as those issues exist today in the church you know. The second part of the assignments asks you to reflect critically on the culture with which you are most familiar and to make theological judgments regarding the way in which leadership and authority are exercised in the Church today. You should also be prepared to discuss your perspective on these issues orally during the Key Themes wrap-up session in class on May 7.

5. **Ministry Application Report (Outcomes 6, CN20, CP1, CP2, CP3, and CP10) -** During the first half of the semester you will arrange to teach or preach from a passage from Acts. This can be done in a local church setting (preaching, teaching a Sunday School class, teaching in a church-based Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission or leading a Bible Study at a youth center or prison, etc.). You should not do the actual in-church presentation before we are scheduled to cover the passage in class. You must ask someone (such as a pastor, or someone with theological training who is not an NTS student, or a professional person such as a school teacher) to observe your presentation and to evaluate it for this course instructor. You should ask the evaluator to fill out the attached form, to place it in a sealed envelope that you will provide with your name, “Ministry Application Assignment Evaluation,” and their name and position on the envelope, and to sign their name over the seal. The evaluator will give that sealed envelope to you and you will submit the unopened enveloped to this course instructor with your written sermon and/or sermon notes, lesson plan, etc. no later than April 24. You may upload your materials to the appropriate Moodle assignment tab no later than 11:55 p.m. on April 24. Your evaluator(s) may send their evaluation by snail mail to the instructor if they so desire. Their evaluation should be postmarked no later than April 22 and mailed to Dr. Roger L. Hahn, % Nazarene Theological Seminary, 1700 E. Meyer Blvd., Kansas City, MO 64131.
6. Research Paper (Outcomes 2, 7, CP 1, CP 2, CP3, and CP 10) - A research paper of 4000 to 4500 words will be due to be uploaded to the appropriate Moodle assignment tab on April 21 by 11:55 p.m. For MDiv students the paper must be an exegetical paper dealing with a passage of Acts that you wish to cover in exegetical depth. Students in other degree programs may also do an exegetical paper. MA(TS) students may choose to do a topical paper dealing with the kinds of topics dealt with in the Introduction to Acts found in the first 97 pages of Peterson’s commentary. MACFD and MAICS students may do a paper demonstrating the way a particular cultural context led to a particular interpretation of a passage or an issue from Acts. The conclusion of the paper should include a section describing how the results of your research help the contemporary pastor understand and communicate the message of Acts. The paper should be documented according to Turabian style. At least three articles should be included in the bibliography and show evidence of significant influence in your paper. Feel free to talk to the instructor about the appropriateness of the subject you are thinking about for your paper.

7. Attendance, Participation and Course Evaluation (Outcomes 1, 2, 3, 4, 5, 7, CN11, CN12, CN14, CN20, and CP10) – Attendance and participation in the course will be part of the final grade evaluation. Half of the attendance and participation credit will be forfeited if you fail to participate in the Course Evaluation which will become available on Moodle near the end of the semester. The Course Evaluation should not be filled out until you have completed all the course assignments you intend to complete.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>45</td>
</tr>
<tr>
<td>Writing</td>
<td>38</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>34</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>156</td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments**

All assignments except the In-Ministry Assignments Evaluations should be uploaded to the appropriate Assignments spot in the Course Moodle site. The In-Ministry Assignment Evaluations should be mailed or hand delivered to the instructor. An uplink spot in the Course Moodle site will be provided for the In-Ministry Assignment. You may upload Word or pdf files of everything except the evaluation(s) of the one(s) evaluating your Ministry Application project.
Form and Style Expectations
The Major Research Project should be written in conformity with the form and style instructions of the most recent edition (7th) of Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. You may use either MLA or APA style for other assignments.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
Assignments submitted late may be reduced in their grade by 10% per day late.

Additional Costs
There are no additional costs for this course beyond the tuition and textbooks.

Course Grading
The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated using the following percentage weighting:

- Inductive Study on Acts: 17%
- Rowe Report: 15%
- Land Report: 15%
- Ministry Application Assignment/Report: 18%
- Research Paper: 25%
- Attendance, Participation, etc.: 10%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.
**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

| Date    | Week | A. 9:00-10:25 am  
B. 11:20 am – 12:35 pm | Assignments |
|---------|------|-----------------------|--------------|
| Feb. 5  | 1    | A. Introduction  
B. Introduction to Acts | Read Peterson, pp. 1-49  
Inductive Reading 1 – due Feb. 8  
Inductive Reading 2 – due Feb. 11 |
| Feb. 12 | 2    | A. Introduction to Acts  
B. Acts 1 | Read Peterson – pp. 49-97  
Inductive Reading 3 – due Feb. 15  
Inductive Reading 4 – due Feb. 18 |
| Feb. 19 | 3    | A. Acts 2  
| Feb. 26 | 4    | A. Acts 4  
B. Acts 5 | Read Peterson – pp. 185-228 |
| Mar. 5  | 5    | A. Acts 6  
B. Acts 7 | Read Peterson – pp. 228-275 |
| Mar. 12 | 6    | A. Acts 8  
B. Acts 9 | Read Peterson – pp. 275-323 |
| Mar. 19 | 7    | Reading and Research Week | Rowe Book Report and Response due – Mar. 25 |
| Mar. 26 | 8    | A. Acts 10-11  
B. Acts 12 | Read Peterson – pp. 323 – 371 |
| Apr. 2  | 9    | A. Acts 13-14  
B. Acts 15 | Read Peterson – pp. 372 – 449 |
| Apr. 9  | 10   | A. Acts 16-17  
B. Acts 18 | Read Peterson – pp. 449 – 527 |
| Apr. 16 | 11   | A. Acts 19-20  
B. Acts 21-22 | Read Peterson – pp. 527-610  
Research Paper due – Apr. 21 |
| Apr. 23 | 12   | A. Acts 23-24  
B. Acts 25-26 | Read Peterson – pp. 611-677  
Ministry Application Report due – Apr. 24 |
| Apr. 30 | 13   | A. Acts 27 | Read Peterson – pp. 678-725 |
### Bibliography

#### Dictionaries, etc.:

Prior to research in the monographs it is often profitable to consult dictionary articles and general reference works that provide summations of scholarship. The following dictionaries may be helpful in this regard.


#### Commentaries:


**Monographs and Critical Resources for the Study of Acts**


THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much:
And what thou readest, thou canst not read too well;
And what thou readest well, thou canst not too well understand;
And what thou understandest well, thou canst not too well teach;
And what thou teacheest well, thou canst not too well live."
--Martin Luther

The practice of running to a commentary before studying the Bible itself gives a definite direction to one’s study and a cast to thinking which may lead to conclusions never intended by the author of the biblical material. Further, the reader is deprived of the blessing of discovering eternal truths for oneself. After all, those who wrote the commentaries had to get their material in the same way any present-day Bible student can get it. It should not be necessary to depend consistently only on the Biblical research of another. The inductive method is designed to enable one to develop rapidly the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.

2. It seeks to discover the individuality of the book as a whole.

3. It is intensive, unwilling to exchange extent for depth and accuracy.

4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.

5. It is literary, recognizing that the content is cradled in literary forms.

6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Steps in Study: Proper sequence is important in procedure.
1. Aspiration - a prayer for spiritual illumination.
2. Observation
3. Compilation
4. Correlation
5. Interpretation
6. Assimilation - discovered truths.
7. Application - to the contemporary situation.

Procedure for Inductive Study

Gather your basic tools:
1. Bible - Preferably NRSV, RSV, ESV, or NASB
2. Set of colored pencils.

STEP One: First Reading
This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.

Don’t slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

STEP Two: Second Reading
The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.


The major purpose of your second reading is be the development of chapter titles, which serve as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book’s message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked. You should have ideas of themes, concepts, and words you want to trace based on your first two readings.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.
Record further observations as you read the book.

STEP Four: Fourth Reading

The major purpose of this reading would be to identify and title the major divisions of the book and the paragraphs within each chapter as well as providing a title for the book as a whole.

During the analysis you must check chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, develop a theme or title for the whole book that you are studying. This should be related very clearly to the major divisions of the book.
On a rough worksheet chart record book divisions, chapter titles, and major divisions of each chapter.

**STEP Five: Further Reading**

This does not involve another reading as such, but rather exhaustive study as time will permit. Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems. Reassess your divisional points. Record on the work chart the concepts you choose as most important.

**STEP Six:**

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

**Equipment:** Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.
Evaluation Form
Bible Presentation by
Nazarene Theological Seminary Student

(Student Name)

Date of Presentation _____________ Church _________________________

Pastor ___________________________ Church Phone ___________________

Biblical Passage _________________ Setting _________________________

Answer the following questions using this system:  
5 = excellent, positive, very true 
4 = good, generally true, well-done 
3 = average, acceptable, okay 
2 = poor, weak, generally not true 
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. ______

The student taught me new truths about the meaning of the biblical passage. ______

The student made the biblical passage “come alive” to me. ______

The student communicated in a way I could understand clearly. ______

The student communicated so everyone present could understand. ______

I would like to hear more teaching of Scripture like this presentation. ______

Other comments you would like to make:

____________________________________    __________________________________

(Name)                                        (Occupation)