A COOPERATIVE PUBLICATION: TALBOT SCHOOL OF THEOLOGY AND NAPCE

The Christian Education Journal is published by Talbot School of Theology in cooperation with the North American Professors of Christian Education. Each issue represents the collaborative efforts of approximately sixty contributors (writers, reviewers, editors) from across North America and overseas. The journal exists for specific purposes and reflects a general theological perspective. Those with an interest in writing or reviewing articles for the journal need to understand and work within these purposes and theological position.

PURPOSES FOR THE JOURNAL

The purpose of the Christian Education Journal is to strengthen the conception and practice of Christian education in church and parachurch settings through:

1. Encouraging reflection on the foundations of Christian education and implications for ministry practice
2. Exploring the integration and application of social science theory and research to educational ministry concerns
3. Fostering improved teaching in the field of Christian education at colleges and seminaries, equipping people for leadership in this field
4. Promoting the assessment of our changing cultural context and of contemporary educational ministry needs, models, and trends
5. Providing reviews of new books in the field of Christian education and other related disciplines that impact educational ministry.

NAPCE STATEMENT OF FAITH

The North American Professors of Christian Education organization has adopted the following statement of faith from the National Association of Evangelicals. Articles submitted for possible publication in the Christian Education Journal are expected to reflect these foundational theological commitments.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.
GUIDELINES FOR WRITING ARTICLES FOR THE CHRISTIAN EDUCATION JOURNAL

By Kevin E. Lawson
CEJ Editor
E-mail: editor.cej@biola.edu

WRITING GUIDELINES FOR SUBMISSIONS

We invite submissions of original research/writing on issues in the field of Christian education. Contributors do not need to be members of NAPCE. All manuscripts should not have been published elsewhere unless specifically approved by the editor. Manuscripts should follow APA format with parenthetical references and limited use of endnotes. See the following volume for formatting details: American Psychological Association. (2001). Publication manual of the American Psychological Association, (5th ed.). Washington, D.C.: Author. Samples of APA reference formatting are available at the journal website: www.biola.edu/cej

ARTICLES: The preferred length of articles is between 2,500 and 6,000 words. Contributors should send their submissions to the editor (editor.cej@biola.edu) as Word documents. The author’s name, address, and e-mail address should appear only on a cover sheet for the article. Authors should also include an abstract of the article (100 words or less). Before acceptance, submissions will be “masked” reviewed by appropriate referees. If accepted for publication, we reserve the right to edit for usage and style. Authors of accepted submissions will receive a gratis copy of the journal in which the article appears and a pdf version of the article.

Types of articles desired include the following:
- Research articles:
  - Theological/Philosophical foundations and issues impacting Christian education
  - Historical perspectives on Christian education that shed light on current issues
  - Empirical research that furthers our understanding of sound practice
- Teaching/Preparing people for educational ministry leadership
- Assessment of congregational/parachurch ministry trends and needs
- Cultural analysis with implications for Christian education practice
- Response/Dialogue with issues or ideas in the broader field of religious education
- Reviews of contemporary ministry models in churches and/or parachurch organizations
- Reviews of recent Christian education curricula that address new trends and issues in curriculum development
- Professional reviews of research, with implications for educational ministry or teaching
- Abstracts of recent dissertations in the field of Christian education

In general, the following qualities are what we are looking for in articles we would publish:
1. The content of the article is clearly relevant to the field of Christian education, whether that be in church, parachurch, or higher education settings where we strive to equip our students to serve well in this vocation. Our general editorial policy is that articles present a position/perspective compatible with evangelical Protestant tradition. (See NAPCE
Statement of Faith above.) Occasionally we will invite articles by authors outside this perspective to stimulate and challenge our theory and practice.

2. The article demonstrates both a breadth and depth of understanding of the issues it addresses. The person is knowledgeable and communicates this well.

3. The article explores its topic in new ways. It makes a genuine contribution to our understanding, not just reviewing or rehashing things that have been addressed in other publications.

4. The evidence for the positions taken in the article is sound and well organized (if it is a research article, see below).

5. The author develops reasonable implications for educational ministry practice (or for the preparation of others for educational ministry). We want to see how the issues addressed in the article make a difference for those seeking to carry out their ministries well. **This is a critical part of each article!**

6. The writing style of the article communicates well to the journal audience (e.g., Christian education faculty, students, thoughtful ministry practitioners).

**NOTES:** These are brief discussions of focused issues in the field of Christian education of interest to our readers and may be more personal, responsive, or reflective than regular research articles. Responses to previously published articles in Christian Education Journal are published in this section. “Notes” should normally not exceed 3,000 words, but style and submission guidelines are the same as for regular articles.

**BOOK REVIEWS:** Our desire is to publish reviews of new books within the field, and “the best” of books from other disciplines that relate to Christian education. Guidelines for developing book reviews are in this booklet and also available at the journal website: www.biola.edu/cej

**MINI-THEME ISSUES:** We are open to proposals for the publication of a group of articles (4-6) focused on a theme as part of an issue of the journal. Proposals for mini-theme issues should be e-mailed to the journal editor for consideration: editor.cej@biola.edu
THE PEER REVIEW PROCESS FOR CEJ ARTICLES

The Christian Education Journal is a peer-reviewed academic journal. All articles submitted for possible publication will go through a three-stage review process:

Stage One: Article receives initial review by editor to see if it should be reviewed further (focus on topic, breadth/depth of writing, audience addressed)

Stage Two: Article is sent out to two “peer-reviewers” who critique the article for possible inclusion in the journal. Feedback is provided for revision; recommendation is made regarding possible publication.

Stage Three: If article is revised and resubmitted, it is checked to see if the author adequately addressed the issues/revisions identified by the reviewers. An article that passes all three stages of review is then accepted for publication.

EXPECTATIONS FOR ARTICLE “PEER-REVIEWERS”

The following experience and skills equip a person well to serve as a “peer-reviewer.”

- Has published articles on the kinds of topics she/he will review
- Has previous study and current knowledge of the areas addressed in the article being reviewed (familiarity with current discussions)
- Has taught on the kinds of topics being addressed in the article
- Has personal experience with the topic/issues addressed in the article
- Affirms an evangelical theological commitment (See NAPCE Statement of Faith above)
- Not necessarily a technical editor, but able to give feedback on how well someone is communicating his/her ideas.
- If the article presents empirical research, the reviewer needs to be experienced with the type of research conducted and able to evaluate the soundness of the research process, data analysis, and conclusions drawn from that data. (An empirical research review form is available to assist with this type of review.)

A person who agrees to review articles for the Christian Education Journal should be prepared to review the articles assigned and return reports within four weeks of receiving them. Articles are normally sent one at a time for review. Prompt communication with the editor regarding availability or problems due to other work/personal demands is critical.

BENEFITS OF SERVING AS A “PEER-REVIEWER”

1. Most schools recognize service as a peer reviewer for an academic journal in the professor’s discipline as a strong contribution within the field. This may carry some weight when the person applies for promotion and/or tenure.
2. Reviewing articles for an academic journal in your field keeps you abreast of new
research and ideas.

3. It is a way to contribute to all of us who rely on the journal for ideas and information to strengthen our teaching, scholarship, and service.

4. Those who serve in this way and review a number of articles will be invited to meetings of the Christian Education Journal Advisory Board, when they are held, generally in conjunction with the annual NAPCE conference.

GUIDELINES FOR ARTICLE REVIEWS

Because of the variety of types of articles that will need to be reviewed there is no one set of evaluation standards that can be applied to all of them. Appendix A is a copy of the general review form that has been developed for use by our reviewers. In general, the following qualities are what we are looking for in articles we would like to publish:

1. The content of the article is clearly relevant to the field of Christian education, whether that be in church, parachurch, or higher education settings where we strive to equip our students to serve well in this vocation.

2. The article presents a position/perspective compatible with evangelical Protestant theological traditions. (See NAPCE Statement of Faith)

3. The article demonstrates both a breadth and depth of understanding of the issues it addresses. The person is knowledgeable and communicates this well.

4. The article explores its topic in new ways. It makes a genuine contribution to our understanding, not just reviewing or rehashing things that have been addressed in other publications.

5. The evidence for the positions taken in the article is sound and well organized (if it is a research article, see below). In addition, it needs to show fair treatment of other positions where this is appropriate.

6. The author develops reasonable implications for educational ministry practice (or for the preparation of others for educational ministry). We want to see how the issues addressed in the article make a difference for those seeking to carry out their ministries well. This is a critical part of each article!

7. The writing style of the article communicates well to the journal audience (e.g., Christian education faculty, students, thoughtful ministry practitioners).

Empirical research articles need to be reviewed with particular issues in mind. A set of guidelines has been developed to assist with this review process (see Appendix B).

INTERESTED IN SERVING AS AN ARTICLE REVIEWER?

All those interested in serving as “peer-reviewers” for the Christian Education Journal should e-mail the editor and submit both a vita and a cover letter for consideration explaining the types of articles and topics they are best equipped to review. Send this information (Word document format) to: editor.cej@biola.edu
GUIDELINES FOR REVIEWS BOOKS FOR
THE CHRISTIAN EDUCATION JOURNAL

Klaus Issler
CEJ Book Review Editor
E-mail: reviews.cej@biola.edu

Leaders are readers. Where can we learn about books worthy to read? Hopefully the book reviews in CEJ will identify these gems. We want this section in CEJ to become an informative clearinghouse of thoughtful and helpful books. Our primary focus will be those works related to the theory and practice of Christian educational ministry. We will also include reviews of books that stimulate and challenge our perspectives and practices from authors who do not share our Christian commitments. Beginning with the Fall 2004 issue, we have increased the number of books reviewed so that our diverse readership—professors, practitioners, lay volunteers, and students—will each find books relevant to their interests and purposes. To accomplish this ambitious goal, we invite our readers to partner with us by becoming book reviewers. The information below clarifies procedures for contacting an Area Book Review Editor and guidelines for writing book reviews (this information also appears on the CEJ website). Appreciation is expressed to my predecessors for their labor of love over these many years as book review editors for CE: to the late Warren Benson (Series 1) and to Jackie Smallbones (Series 2).

SEVEN BROAD CONTENT AREAS

To encourage reviews of books across the spectrum of the field we have identified seven broad content areas in the field. The following Area Book Review Editors will supervise the recruitment and editing of book reviews for their respective areas. I am grateful for the willingness of these experienced colleagues to serve in this capacity.

Foundations of Christian Education  (Books related to Christian Education and theology, philosophy, history, culture, Church and society, etc.)
Dr. Paul D. G. Bramer, North Park Theological Seminary, Chicago, IL  email: PBramer@northpark.edu.
Dr. Norma S. Hedin, Southwestern Baptist Theological Seminary, Fort Worth, TX  email: NHedin@swbts.edu.

Children's Ministry and Families   (Books related to children, child development, children’s ministry, parents/families with children, intergenerational ministries, etc)
Dr. Cathy Stonehouse, Asbury Theological Seminary, Willmore, KY email: cathy_stonehouse@asburyseminary.edu.
Dr. Don Ratcliff, Vanguard University, Costa Mesa, CA email: don@ratcliff.net.
Dr. Jane Carr, Talbot School of Theology. Biola University, La Mirada, CA  email: jane.carr@biola.edu.

Youth Ministry and Families (Books related to teens, development, youth ministry, parents/families with adolescents, etc.)
Dr. Karen Jones, Huntington College, Huntington IN  email: kjones@huntington.edu.
Dr. Dave Rahn, Huntington College, Huntington IN (contact Dr. Jones instead)
Dr. Wesley O. Black, Southwestern Baptist Theological Seminary, Fort Worth, TX email: Wblack@swbts.edu.

Adult Ministries (Books related to ministries with women, men, singles, married, seniors, adult development, pastoral counseling, etc)
Dr. Faye Chechowich, Taylor University, Upland IN email: fychechow@tayloru.edu.
Dr. Clair Allen Budd, Asbury College, Wilmore, KY email: clair.budd@asbury.edu.
Dr. Dale Mort, Lancaster Bible College, Lancaster, PA email: DMort@lbc.edu.

Teaching-Learning Process (Books related to teaching [formal or non-formal contexts], educational psychology, life-span development, course and curriculum design, etc)
Marlene LeFever, Cook Communications Ministries, Colorado Springs, CO email: LeFeverM@cookministries.org.
Dr. William R. "Rick" Yount, Southwestern Baptist Theological Seminary, Fort Worth TX email: WYount@swbts.edu.

Leadership and Administration (Books related to leadership, administration, staff development and supervision, working with volunteers, Christian higher education, etc)
Dr. Gary Bredfeldt, Southern Baptist Theological Seminary, Louisville, KY email: gbredfeldt@spts.edu.
Dr. Charlotte Bates, BCB Services Int., Three Hills, Alberta, Canada email: cbates2@telus.net.

Spirituality, Personal and Community Formation (Books specifically focus on relationship with God and Spiritual Formation; also books focusing on corporate/community aspects of formation and small group ministries)
Dr. Julie Gorman, Fuller Seminary, Pasadena, CA (community formation, small groups) email: drjcfd@aol.com.
Dr. James Wilhoit, Wheaton College, Wheaton, IL email: james.wilhoit@wheaton.edu.
Dr. Jackie L. Smallbones, Northwestern College, Orange City, IA email: jls@nwciowa.edu.

BECOMING A BOOK REVIEWER FOR CEJ

If you have not yet reviewed a book for CEJ, to express your interest in becoming a reviewer, please contact the Book Review Editor (reviews.cej@biola.edu). Include a copy of your updated CV/resume (normally reviewers have at least an earned masters degree in Christian education or a related cognate field and will be in agreement with the NAE doctrinal statement [posted on the website]), complete contact information (email, mailing address, and home and work phone—in case we need to contact you with an impending deadline approaching) and indicate the area(s) related to your expertise from the list above (feel free to identify more than one area). Your request will be processed and your name will then be passed on to the respective area editors (you will be copied on that email).
RECOMMENDING THAT CEJ REVIEW A PARTICULAR BOOK

Feel free to email an Area Editor with the book's bibliographic information and a brief note explaining why you think it is worthy to be reviewed in CEJ. If you do not know which area to contact, email your note to the general Book Review Editor.

OFFERING TO REVIEW A PARTICULAR BOOK

Once your name has been added to our potential book reviewer list, if you have a specific book you would like to review, we would prefer that you first email an Area Editor with the book's bibliographic information and a brief explanation why you think it is worthy to review for CEJ, rather than submitting an unsolicited review. In some cases that particular book may have already been commissioned to be reviewed by someone else and we normally wish to avoid double-reviewing a book. If you do not know which area to contact regarding a particular book, feel free to email the general Book Review Editor. After an Area Editor has commissioned you to work on a book review, please follow the guidelines, formatting, and deadlines described below. Attending to these important details will increase the likelihood of having your book review accepted at first submission.

GENERAL COMMENTS ABOUT BOOK REVIEWS

A book review should accomplish two things. First, it will give readers the central thesis of the book and a description of its main structure to help readers understand the flow of the book’s content and argument. A reviewer may give more space to parts of the book he or she takes to be more central to the reviewer’s concerns. Second, the review will interact with and evaluate the author's major ideas and proposals. A significant part of the review should be evaluative, perhaps one-third to one-half of the review. Also the review will relate the book to the concerns of the evangelical Christian community and may want to keep our particular readership: professors, practitioners, lay volunteers, and students.

Book reviews should be well-written, thoughtful, fair, and written with Christian grace. Major questions that could guide the reviewing process appear below. Make your review purposeful. To launch your review, get to the point. Carefully craft your opening sentence and first paragraph. Readers will judge whether they wish to continue with your review based on the first paragraph. Write with grace, and avoid being preachy or cute.

Normally, when submitted in a timely manner, the book review will appear in the issue for which it was commissioned. It may also receive some editing prior to publication in light of our guidelines as well as space limitations—the term "editor" does signify something. Occasionally a review may be delayed in publication so the reviewer can respond to more substantive editing comments. In rare cases a review may not meet CEJ editorial policies. It would be returned to the author who would then be free to submit the review elsewhere.

KINDS OF QUESTIONS TO CONSIDER IN YOUR BOOK REVIEW

Of course, not all of the following questions need to be addressed since space is limited (1,000 to 2,000 words). Select which issues are important and relevant in light of the kind of book it is. In the classic work on reading books—How to Read a Book by Mortimer Adler—we learn the task of the reviewer involves two main parts: first understanding the argument of the author, and then evaluating it. Reviews can take on various formats, though in general a summary of the book will precede the evaluation component.
A. UNDERSTANDING. Before evaluating a book, we first must understand it. This aspect is more descriptive and factual—perhaps up to 50% of the review. Summarize the subject matter and contents of the book. Give the reader a sense of the scope of the whole work.

A1. Overview: What is the main subject matter or topic of the book? Provide a brief overview (by chapter if possible) of book contents (scope). How is the book organized (sequence) (e.g., chapters grouped together within parts?) Is there a main organizing framework or model being followed, explicit or implicit? What kind of book is it (e.g., scholarly-technical? textbook? trade/popular?)

A2. Main Thesis, Conclusion(s): What is the main problem/question being addressed? What main claim/conclusion is proposed? What argument is offered to support these proposals? What are the major sub-claims of the book? Have the author's intentions been clearly understood?

B. INTERACTION AND EVALUATION. This aspect involves your professional judgment regarding how well the author carried out his or her project, related to the intentions of the author. This aspect is an essential contribution that transforms a plain "book summary" into a "book review." This task is the more difficult one, yet it can become easier with increasing breadth of knowledge of the field and depth of critical thinking.

B1. Author's Qualifications: What is important to tell us about the author and his or her qualifications to write this book?

B2. Assessment of the Argument: How well did the author develop the argument to support the main conclusions, claims, proposals? How well does the author deliver on his or her promises to address the problem(s) posed? [Also see "B5" below.] Any strengths of the argument to highlight? Any weak elements or limitations to note? For points of important disagreement, did you offer a reason: (a) if the author was uninformed (unaware of relevant information)? or (b) misinformed (in error)? or (c) illogical (a conclusion that does not follow)? (For guidelines see brief explains below and also Anthony Weston. 2000. A rulebook for arguments. 3rd ed. Indianapolis, IN: Hackett, 87pp.) Is the book title accurate? Can you suggest a better title?

B3. Compatibility within an Evangelical Protestant Perspective: What theological or worldview perspective is/seems to be evident in the book? From what perspective is the author addressing the issue? Perhaps keep in mind a traffic light analogy for potential integration within an evangelical Protestant Christian worldview (e.g.: "green" [compatible], "yellow" [concerns, issues needing further study], "red" [clearly competing, incompatible]). Any problematic claims/critical concerns worth mentioning? Do any major claims fit within a "yellow" or "red" zone? Explain. Also, what is the style, tone of the book? (The NAE doctrinal statement appears in the guidelines for writing an article for CEJ.)

B4. Contribution: Is there a real need for this book? Why? Any distinctive or novel contributions/proposals in the book worth mentioning? conceptually? practically? (of personal interest to you?) Any quotes worth including? How does the book and its specific contents relate within the broader context of books from the same field of study? Is the treatment of concepts, issues, authors cited, subject matter similar or different? How so? What is the quantity and quality of the citations?

B5. Reviewer's Conclusions: Do you finally agree or not with the conclusion? Based on Adler's How to read a book have you indicated either (a) general agreement with major proposal(s)? (b) agreement as far as the argument was developed? (c) agreement in the main with only minor disagreements? Or (d) disagreement with the main conclusion(s). (See Chapter 11 in Adler’s How to Read A Book for help here, a briefly explained below; reviewers might also find Chapters 4-10 helpful.) For whom do you think the book was written/target audience or for what use (e.g., undergraduate, masters, doctoral, layperson; as a primary text or supplemental)? Was
the book well-written, or did you experience any difficulty in reading the book? Can you recommend the book? Any qualifications to note?

ADLER'S GUIDELINES ON AGREING AND DISAGREEING WITH AN AUTHOR

Note: The following is taken from Mortimer J. Adler and Charles Van Doren's (1972), How to read a book. (revised). New York: Simon and Schuster.

Ultimately a reviewer can either agree or disagree with the author's main argument. (Adler admits that in some cases it may be necessary to withhold judgment so one can study the issue more before rendering a judgment.) When a reviewer generally agrees with the main argument, Adler outlines three possible options:

1. Basic Agreement without qualifications.
2. Agreement as far as the book goes—the analysis is correct, but incomplete. The author has not solved all the problems he or she started with.
3. Agreement with the overall argument, but there is disagreement on a minor issue (see below for what kind of disagreements Adler identifies).

When a reviewer generally disagrees with the main argument, Adler also outlines three possible options. Also, a reviewer may agree with the main argument, but disagree with some sub-points for which these same categories of disagreement apply. Adler notes, "When you disagree, do so reasonably, and not disputatiously or contentiously" (145):

1. Disagreement with the argument because the author is uninformed, lacking information relevant to the problem. (Yet, is this an intentional or unintentional omission?)
2. Disagreement with the argument because the author is misinformed and in error, asserting "what is not the case" (157). The facts are wrong.
3. Disagreement because the author's argument is illogical, the reasoning is fallacious. The conclusions cannot follow from the reasons offered (non sequitur), or the conclusions are inconsistent with other conclusions in the book. When possible, identify the specific logical fallacy(ies). (For help here, see Anthony Weston. 2000. A rulebook for arguments. 3rd ed. Indianapolis, IN: Hackett, 87pp.)

A final note: Do you have any personal reactions to the book? from what specifically? Also be careful that underlying reactions do not pervade the texture and tone of your review. Be honest, yet fair and gracious. [Avoid the crimes identified by John Timmerman, "Reforming the Reviewers" Christian Scholars Review, 30 (3), Spring 2001, 323-28: (a) misunderstanding author's intention about the book or proposing how the book should have been written; (b) quoting out of context; (c) wrong passion—the review is mainly about reviewer's prejudices or the review "gushes" as if it was a publisher's publicity piece, and (d) "ego" review (too many "I"s).] Please keep the focus on the book and not on the reviewer. Is the tone objective, fair and gracious? Is the writing style appropriate for the CEJ readership? And now to logistical matters.

SUBMISSION AND DEADLINES

1. The Christian Education Journal is published twice each year (Spring and Fall). To be considered for publication in the Christian Education Journal, commissioned book reviews must be submitted to the appropriate Area Book Review Editor,

   - by November 1 for the Spring issue
   - by April 1 for the Fall issue.
Late submissions will be considered for the next issue. Occasionally additional editing of your review may be requested which would then delay publication for a particular issue. Earlier submissions would permit more time for the editing process.

2. Reviewers are requested to submit reviews in electronic format as an e-mail attachment (see form guidelines below).

**FORMAT FOR BOOK REVIEWS**

1. Book reviews will normally be between a **minimum** of 1,000 words and a **maximum** of 2,000 words; specific words limits may be assigned to the reviewer for a certain book. (Note: When you send in your review, include at the top of the book review the *word count* along with the *date* submitted.)

2. Please use one of the latest versions of Word (preferred) (12 pt. Font, Times New Roman). Style should follow the *APA style*, *5th ed.* The text should be double-spaced and include one-inch margins. Minimize software codes embedded in the text (i.e., use left margin justification only, do not use headers or footers; but you may use page numbers). Be sure to use your spell-checker and grammar checker, but do not rely on these to be the only kind of proof-reading done.

3. The headline bibliographical data for the review should follow these examples (*book title first in italics, author’s name [first, middle initial/name, last name; no titles], place of publication and publisher, year, number of pages, and price, followed by “paper” if a paperback [otherwise hardback will be assumed]). It is important to include number of pages and the retail price of the book. For example:


4. On a new line, following the information about the book and before the review begins, list the reviewer’s name, department, institutional affiliation, and location; or position title, name of local church or parachurch organization, and location, as follows:

   Review by Stephanie R. Smith  
   Christian Ministries, ABC College, Chicago, IL

   Review by Jack Johnson  
   Pastor for Families, First Community Church, Des Moines, IA

5. When quoting directly from the book being reviewed, only provide page-number citations in parentheses after the quotation mark and before the period [e.g., “that is ridiculous” (17)]. Do not include “p.” or “pp.” in the page number citation or the author's last name.

6. No footnotes or endnotes will be permitted. Work this material into the text if it is that important. Citations to literature other than the book under review, if they are necessary, should be inserted parenthetically into the review text in one of the following ways.


7. For editorial purposes, at the top of the review itself, include the date of submission and the word count. Then submit the document as an email attachment. Please list your name and the book reviewed in the message line itself. If your e-mail software does not support attachments, paste the review into the body of your e-mail.

FINAL NOTES

Additional book-related features in *CEJ* include, normally in the Fall issue, a book symposium (multiple reviews of the same book) and, normally in the Spring issue, a brief annotated survey of textbooks related to courses within one of the seven content areas.

Alas, the only “payment” for your partnership and efforts will be the copy of the book being reviewed.

If you still need further encouragement to become a book reviewer or if you wish further help to improve your book reviewing skills, please join us at a *CEJ* article and book review professional workshop at the next NAPCE annual meeting. You can contact me at reviews.cej@biola.edu; FAX: (562) 906-4502; or mail to:

For general questions about book reviewing matters, please contact the general Book Review Editor at: reviews.cej@biola.edu; FAX: (562) 906-4502; or by mail.

Klaus Issler, Book Review Editor, Christian Education Journal
Talbot School of Theology
13800 Biola Ave
La Mirada, CA 90639
(562) 903-6000 ext 5534
(Mrs. Jeane Jenkins, Program Administrative Assistant can also take your call at ext 5525)
APPENDIX A: Christian Education Journal Article Review Response Form

Instructions to Reviewers: Within four weeks of receiving the article, review the submission, fill out this form, and return the form and copy of the article with any notes on it to:
  Kevin E. Lawson, CEJ Editor
  Talbot School of Theology
  13800 Biola Avenue
  La Mirada, CA 90639

If you prefer to submit the review in electronic form, request the form by writing:
  kevin.lawson@biola.edu

Your comments will be passed on to the author, but your identity will not be revealed.

Reviewer’s Name: ______________________________________________________________
Reviewer’s Email Address: ___________________________________________________
Title of Article Reviewed: ________________________________________________________

Level I: Basic Issues for Inclusion in the CEJ: Please score the article in each area.

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<th></th>
<th>No</th>
<th>Possibly</th>
<th>Yes</th>
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<tr>
<td>1. The content of the article is clearly relevant to the field of Christian education, whether that be in church, parachurch, or higher education settings where we strive to equip our students to serve well in this vocation.</td>
<td>1</td>
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<td>2. The position/perspective taken is compatible with evangelical Protestant theological traditions.</td>
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<td>3. The article demonstrates both a breadth and depth of understanding of the issues it addresses. The person is knowledgeable and communicates this well.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4. The article explores its topic in new ways. It makes a genuine contribution our understanding, not just reviewing or rehashing things that have been addressed in other publications.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5. The evidence for the positions taken in the article is sound and well organized (if it is a research article, fill out additional review form enclosed).</td>
<td>1</td>
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<td>6. The author develops reasonable implications for educational ministry practice (or for the preparation of others for educational ministry). We want to see how the issues addressed in the article make a difference for those seeking to carry out their ministries well. This is a critical part of each article!</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. The writing style of the article communicates well to the journal audience (e.g., Christian education faculty, students, thoughtful ministry practitioners).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
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Level II: Closer Analysis of the Article: Please respond to the following questions.

1. Do you recommend that this article be accepted for publication in the CEJ?
   ___ Recommend acceptance with only minor editorial revisions necessary
       as noted in the document or below
   ___ Recommend acceptance after items identified below are addressed (no
       further review necessary if these items are adequately addressed)
   ___ Recommend revision and resubmission for additional review after items
       identified below are addressed
   ___ Recommend the article not be accepted for CEJ, but the author be
       encouraged to submit it to another, more appropriate, journal
       (Alternate Journal you recommend? ____________________________)
   ___ Recommend the article be rejected for the following reasons (answer in #2
       below)

2. Please use the space below to comment on your recommendation above and give specific
   instructions for any needed revisions of the article. Begin with any major items first and
   then the minor ones. Feel free to attach a separate sheet with your comments if you
   prefer.

Feedback to the Editor Regarding the Review Process:
Since this is still a fairly new process we are using, please note below anything you would like to
the editor of the journal that might help strengthen the review process. Your suggestions and
comments are appreciated and will help make the journal stronger. Thanks.
APPENDIX B: Empirical Research Article Critique Form

This form is to be used in conjunction with the “Christian Educational Journal Article Review Response Form” when evaluating an empirical research submission. Please fill out the information below and return with the response form to:

Kevin E. Lawson, CEJ Editor
Talbot School of Theology
13800 Biola Avenue
La Mirada, CA 90639

If you prefer to submit the review in electronic form, request the form by writing:
kevin.lawson@biola.edu

Your comments will be passed on to the author, but your identity will not be revealed.

Reviewer’s Name: ____________________________________________________________________

Reviewer’s Email Address: ______________________________________________________________

Title of Article Reviewed: _____________________________________________________________________

Date Review Submitted: ___________________

Instructions

When you are evaluating a research report you are examining: (1) how the study itself was carried out, (2) how the analysis was carried out, and (3) the legitimacy of the conclusions drawn from the results. Here is an overview of the major questions we would like you to respond to: (Important: This overview is general in nature. See Gall, Borg, and Gall, 7th edition, Appendices for more detailed discussion of evaluations of qualitative and quantitative research. You are welcome to use other criteria for evaluation as well.

Preliminary Issues

1. Was the study carried out in an unbiased manner, or was it biased in some way by the researcher or the methods of data gathering or analysis?

2. Was recent relevant research considered in the literature review that informed the development of this study? Does it appear to be well grounded?

3. Are the main issues/variables well defined for investigation?

Population and Sample Issues

4. Does the accessible population from which the sample is drawn fairly represent the target population the author applies to the results to?

5. Is the sample a good sample for the purposes of this study? (e.g., how it was selected, adequate size for the analysis conducted, subgroup representation, relevant for the issues being studied)

Data Collection Issues

6. Were the times and places of data collection a fair representation of the phenomena being studied? (If appropriate)

7. Were the primary methods of data collection appropriate for use with this population and sample?
8. Were the research procedures clearly presented so they could be replicated by another person? Was enough reported that you can evaluate its appropriateness?

9. If an “instrument” was used for measuring a construct/phenomena, is there evidence of its validity and reliability for its intended use, and is it appropriate for use with this sample?

10. If qualitative data gathering procedures were used, were they beneficial and of sufficient intensity (duration, inside perspective, triangulation) to have confidence in the data analysis?

**Data Analysis Issues**

11. If quantitative data analysis was used, were the tests/techniques used appropriate to the type of data (nominal, ordinal, interval), size of sample, number of groups, and research questions being answered? Was enough information given to evaluate this?

12. If qualitative data analysis procedures were used, was enough data description given to see how the variables emerge from the data? Are multiple sources of evidence used?

**Discussion of Results**

13. Do the results of the data analysis support the researcher’s conclusions? Are the conclusions reasonable and justified? Are appropriate limits placed on the conclusions?

14. Are the implications for practice presented by the researcher reasonable ones given the findings? Are the generalizations warranted and appropriately qualified?

15. If the findings of this research conflict with previous research, does the author provide reasonable rationale for the differences?

**Key Question:** Given that all research has its limitations, are the limitations of this study acceptable for utilizing the findings and conclusions, or is there reason to be cautious in accepting and using these results?

Empirical Research Critique Form: 8/25/04