

A DISTINCTIVELY BAPTIST CHURCH

RENEWING YOUR CHURCH IN PRACTICE

TEACHING GUIDE



RONNIE PREVOST

**A D I S T I N C T I V E L Y
B A P T I S T C H U R C H**

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T E A C H I N G G U I D E

Ronnie Prevost

Teaching Guide

Preface

This Teaching Guide includes answers to the short answer or fill-in-the-blank study questions from the end of each chapter of *Building a Distinctively Baptist Church*. Answers to the open-ended discussion questions are not included as they will vary based on the discussions of each group. The Teaching Guide also suggests teaching activities, some additional strategies for discussing particular study questions, and resources for each chapter. Additional material, information, and sources related to Baptist history and distinctives are provided at the end.

My prayer for you and your church is that, through this study, you will capture the richness of our Baptist heritage and, even more importantly, you will find new ways of glorifying God as distinctive Baptists.

Teaching Suggestions

If possible, consider teaching the book over a six-week period or in six hours of study during a weekend retreat. However you approach the book, leave ample time for reading, reflection, and discussion. Here is a simple teaching process recommended for each lesson:

- (1) Begin the session with prayer for God's leadership.
- (2) Review the study questions, using the answers provided in this Teaching Guide as a "key."
- (3) Invite the class to share their responses to the study questions at the end of the chapter being studied.
- (4) Lead the class in considering the other questions and teaching activities offered with each chapter below. (Or make up your own. Be creative!)
- (5) Close the session with a prayer that God will continue to guide your study, your reflections, and your church.

Introduction

Invite class members to tell why they are (or are not) Baptists and to describe their understandings of Baptist history and beliefs. After most or all have shared, ask the class to list the differences and similarities in their stories.

Have class members read aloud 1 John 4:7-21 and 1 Corinthians 13. Lead the class in a prayer that God will use those two passages to guide your study, thoughts, and discussion.

Study Questions for Chapter 1

1. Match each statement below with the name of the person or place it best describes.

- F John Wyclif
- P First Baptist Church, Charleston, SC
- J Conrad Grebel
- U Shubal Stearns
- E John Smyth
- A Richard Furman
- M Thomas Helwys
- Q John Leland
- N Particular Baptist
- V Philadelphia, PA
- B General Baptists
- R North Carolina
- W Andrew Fuller
- L South Carolina
- C William Carey
- I Adoniram Judson
- K Roger Williams
- S Luther Rice
- O John Clarke
- H The Triennial Convention
- D Henry Dunster
- G First Baptist Church, Augusta, GA
- T First Baptist Church, Boston, MA

- A. This Baptist leader was such an American patriot that British General Cornwallis offered a bounty for his capture. He supported education, religious freedom, and cooperation among Baptist churches.
- B. These early English Baptists believed Jesus died for everyone (general atonement).
- C. The “Father of Baptist Missions,” this cobbler/pastor later went as a missionary to India.
- D. Harvard’s first president, he was forced from his position for accepting Baptist beliefs.

- E. At first an Anglican priest, he later became one of the first English Baptists, opposed infant baptism, and led his congregation to Amsterdam.
- F. He questioned the authority of the clergy and worked to make the Bible available in English.
- G. In 1845, the Southern Baptist Convention was founded here when Baptists of the South split with the Triennial Convention over the issue of slavery.
- H. This Baptist organization arose out of Luther Rice's work to encourage support for missions.
- I. He and his wife, Ann, became Baptists as they began their missionary careers.
- J. An early Anabaptist, along with George Blaurock, he opposed the Catholic Mass and infant baptism on the basis of his understanding of Scripture.
- K. An Anglican priest and teacher, he was expelled from the Massachusetts colony for preaching and teaching Baptist doctrine and championing fair treatment of Native Americans.
- L. The oldest continuously functioning state Baptist convention in North America was started here.
- M. A layman and one of the first English Baptists, he wrote King James I calling for religious liberty and the separation of church and state.
- N. Strongly influenced by John Calvin, these early English Baptists believed Jesus died only for those God had predestined to save (limited atonement).
- O. Along with Roger Williams, he was a part of the founding of Rhode Island. Some argue that he, not Roger Williams, was the true founder of Baptists in America.
- P. The first Baptist church in the American South, this church began when the Baptist church in Kittery, Maine, was forced to move due to persecution.
- Q. This Baptist leader's passion for religious liberty and the right relationship between church and state led him to become involved in politics. He influenced both Thomas Jefferson and James Madison and, through them, the U.S. Constitution.
- R. The first state Baptist convention in North America was started here.
- S. At first a missionary companion of the Judsons, he returned to the U.S. to raise support for them among Baptists.

- T. Founded by Thomas Goold and others, this church supported William Screven in starting a Baptist church in Kittery, Maine.
- U. He is credited with starting the Sandy Creek tradition of Baptists, which was marked by revival, conviction, and conversion.
- V. This is the site of the 1707 founding of the oldest Baptist association in North America.
- W. This English Particular Baptist pastor encouraged evangelism and missions work and helped start the British Missionary Society.

2. How are the confessions, creeds, and clergy of the church examples of good intentions that sometimes lead to problems?

3. What do you think were the biggest barriers early Baptists had to overcome? What gave them the courage to overcome those barriers?

4. What most surprises you about Baptist history?

5. What have you learned from Baptist history that most challenges you? How can you confront those challenges?

6. In 1792, William Carey preached a sermon based on Isaiah 54:2-3. He concluded his sermon with this statement: “Expect great things—attempt great things.” How have you and your church expected great things from God? How have you attempted great things for God?

Study Questions for Chapter 2

Read each of the Scripture passages listed below. Beside each, write the Baptist distinctive it most directly addresses.

- 1 Corinthians 11:23-27—Lord's Supper
- 1 Corinthians 12:13—Baptism
- 1 Peter 2:4-9—Priesthood of All Believers
- 2 Timothy 3:14-17—Authority of Scripture
- Colossians 1:18—Autonomy of the Local Church
- Matthew 22:15-22—Religious Liberty and Separation of Church and State

Answer these questions related to each of the Baptist distinctives.

A. Authority of Scripture

1. What does Hebrews 12:1-3 suggest about Jesus' role in shaping our understanding of the Bible?

2. What caution might Romans 3:23 give us regarding our interpretation of the Bible?

3. What biblical teaching most challenges you?

4. What are some ways you can show you are submitted to the authority of the Bible?

5. Ask the class to list and describe various meanings and expressions of authority in daily life. Then ask the class to compare these to the Bible as our authority.

6. Ask the class, "Can you name a hymn that expresses what biblical authority means to you?" Ask them to explain. Then, as time allows, sing the hymn.

7. How did recognizing the authority of Scripture give rise to the Baptist denomination?

8. How has recognizing the authority of Scripture shaped Baptist beliefs?

B. Baptism

1. What do you think about when you watch a baptism?

2. How does the way a baptism is done teach about its meaning?

3. What were some steps toward current Baptist beliefs regarding baptism?

- 4. Ask members of the class to tell about their own baptisms.

- 5. Ask the class, “Can you name a hymn that expresses what baptism means to you?” Ask them to explain. Then, as time allows, sing the hymn.

- 6. Ask the class how your church helps make baptism meaningful. Ask them to suggest ways it could make baptism even more meaningful.

C. Lord’s Supper

- 1. What do you think about when you participate in the Lord’s Supper?

- 2. What do you do to prepare for the Lord’s Supper? What can you do to be better prepared?

- 3. Compare the meaning of the Lord’s Supper to that of the Passover meal after which it is modeled. How are they alike? How are they different?

4. Ask the class, “Can you think of a hymn that expresses what the Lord’s Supper means to you?” Ask them to explain. Then, as time allows, sing the hymn.

5. Ask the class how your church helps make the Lord’s Supper meaningful. Ask them to suggest other ways it could make the Lord’s Supper even more meaningful.

D. Priesthood of All Believers

1. Why is this distinctive known as the priesthood of all believers and not the priesthood of all people?

2. How would you describe the two sides (rights and responsibilities) of the priesthood of all believers?

3. What rights do we have in the priesthood of all believers?

4. What responsibilities do we find in the priesthood of all believers?

5. What do you do to exercise the rights of your priesthood?

6. What do you do to exercise the responsibilities of your priesthood?

7. Ask the class, “Can you think of a hymn that expresses what the priesthood of all believers means to you?” Ask them to explain. Then, as time allows, sing the hymn.

8. Ask the class what your church does to encourage the priesthood of all believers among its members. Ask them to suggest other ways this Baptist distinctive could be implemented in your church.

E. Autonomy of the Local Church

1. How does your church exercise its autonomy?

2. How do you and your church submit to Jesus as the head of the church?

3. What are your responsibilities as a member of your church as it exercises its autonomy?

4. How does autonomy of the local church relate to the priesthood of all believers?

5. Ask the class to name and describe the ways your church cooperates with other churches.

6. How can/does your church act autonomously and still cooperate with other churches?

7. What are your responsibilities as a member of your church as it cooperates with other churches?

8. Ask the class, “Can you think of a hymn that expresses what the autonomy of the local church means to you?” Ask them to explain. Then, as time allows, sing the hymn.

F. Religious Liberty and Separation of Church and State

1. What are some dangers of church and state being intertwined? What are some historical examples?

2. Who were some early Baptists who spoke out for separation of church and state? Why was that important to them?

3. How does the Golden Rule (Matt 7:21; Luke 6:31) relate to religious liberty and the separation of church and state?

4. What is the difference between separation of church and state and separation of Christians and state?

5. What freedoms do we find when church and state are separate?

6. On a chalkboard, marker board, or sheet of butcher paper, title two columns with the words “Our Responsibilities” and “Our Respect.” Ask the class, “How does religious liberty and separation of church and state help us better understand and focus on our responsibilities as Christians? How does it help us better understand how we can recognize and respect the religious rights of others?” List their responses under the appropriate headings.

7. As Christians, what are our civic responsibilities?

8. Ask the class, “Can you think of a hymn that expresses what religious liberty and separation of church and state mean to you?” Ask them to explain. Then, as time allows, sing the hymn.

Study Questions for Chapter 3

1. “Worship” comes from an Anglo-Saxon word meaning “*worth-ship*.” Read 1 Chronicles 29:10-18. How many reasons to worship God can you find in the passage?

2. In Isaiah 6:1-8, we find that God is worthy of worship because God is *holy*. How did Isaiah respond to his worship of God?

3. How does God change you when you worship Him?

4. On a chalkboard, marker board, or sheet of butcher paper, title two columns with the words “We Do It This Way” and “To Be More Baptist.” At the far left, list the eight elements of worship that one can find in Baptist churches today. Ask the class to describe what they and your church do to experience each element. How well do the ways your church members worship reflect Baptist distinctives? How could your worship

become more distinctively Baptist? Ask the class to list their responses by the appropriate element and under the appropriate heading.

	We Do It This Way	To Be More Baptist
Music		
Scripture reading		
Silence		
Meditation		
Prayer		
Offering		
Invitation		
Preaching		

Study Questions for Chapter 4

1. Fill in the blanks.

The bad news is that all have sinned and fall short of the glory of God (Romans 3:23). The bad news is that the wages of sin is death (Romans 6:23a). The good news is that the free gift of God is eternal life in Christ Jesus our Lord (Romans 6:23b). The good news is that For God so loved the world that He gave His only Son, that whoever believes in Him shall not perish, but have eternal life (John 3:16).

2. Fill in the blanks of these statements about evangelism from chapter 4.

The term “evangelism” comes from a Greek word that means good news. Evangelism rises from God’s desire to reveal Himself to creation.

Evangelism is telling and showing people how they can enter into covenant with God.

Evangelism is telling and showing people how they can accept the Son as Lord, Redeemer, and Savior.

Evangelism is telling and showing people how they can be changed by the Holy Spirit.

Like Jesus, we can evangelize by embodying, doing, and proclaiming the gospel.

Evangelism gives us purpose, leads to growth of God’s Kingdom, and encourages Christians.

3. How are you and your church doing the various aspects of evangelism?

4. What motivates you and your church to do evangelism?

5. How can each Baptist distinctive help you and your church build a more effective evangelism ministry?

6. Use the aspects of a church's evangelistic task below as headings on four sheets of paper (one heading/aspect per sheet). Divide the class into four groups and give one sheet to each group. Ask the groups to discuss how a greater stress on each Baptist distinctive could help your church improve on that aspect.

- Creating sowers of the gospel
- Calling sowers of the gospel
- Equipping sowers of the gospel
- Sending sowers of the gospel

Allow several minutes for discussion, then ask each group to share. (If the class is too small to divide into groups, list the aspects on a marker board and lead the class to consider the same question.)

Study Questions for Chapter 5

1. From the Bible and chapter 5, fill in the blanks in these statements about missions.

Matthew 25:31-46 teaches us that service to others is service to Jesus.

In Matthew 5:16, Jesus teaches us that the purpose of our good works in missions service is to glorify God.

Matthew 25:31-46 and Matthew 28:18-20 remind us that, for disciples of Jesus, missions service is an essential outgrowth of our commitment to Him.

Missions service is following God, going for God, making disciples for God, baptizing for God, and teaching for God.

2. How can our responses to God's call to service resemble that of Moses in Exodus 3?

3. What difference can God's promise of His presence make in your life of service?

4. What needs around you do you simply not understand? Do any frighten you? What can you do to overcome those barriers to service?

5. Ask the class to identify the following and suggest ways your church can serve them:

- Who are “the least of these” in your community?

- Who are “the least of these” in your state?

- Who are “the least of these” in your country?

- Who are “the least of these” in other countries?

6. Tell the class, “The ways God has led Baptists (and other Christians) to serve others through missions are almost beyond number. Remember, our God who calls us to missions is the Creator. Therefore, He is creative! Ask the class to suggest creative ways to serve the needs of others. The following are examples.

Evangelism

Church Planting

Social Services

Clothes Closets

Chaplaincy (Military, Hospital, Prison, etc.)

Medical Services

Education

Job Skill Training

Incarcerated and Families

After listing several, ask the class to suggest ways your church can serve the needs of others in these areas.

Study Questions for Chapter 6

A. *Education in the Mosaic Law*

Fill in the blanks with the appropriate phrase from the list below.

1. The Feast of Passover taught the Hebrews about God's deliverance from bondage in Egypt.
2. The Feast of Tabernacles taught the Hebrews about God's provision for Israel in the wilderness.
3. The Day of Atonement taught the Hebrews about the costliness of sin.
4. The Sabbath day taught the Hebrews about God's creative activity and His pausing for reflection.
5. The Sabbath year taught the Hebrews about stewardship of creation.
6. The Jubilee year taught the Hebrews about God's ultimate dominion.

God's creative activity and His pausing for reflection

God's deliverance from bondage in Egypt

Stewardship of creation

God's provision for Israel in the wilderness

God's ultimate dominion

The costliness of sin

B. *Lessons from the Prophets*

Describe two object lessons as described in this chapter used by each of these prophets and the lesson each method was meant to teach.

1. Jeremiah

—the potter (taught Judah of God's intention to punish and then start over with them)

—the yoke (taught of God's sending the yoke of defeat by Babylon)

2. Hosea

—his marriage (signified Israel's unfaithfulness)

—the names of his children: Jezreel, "vengeance"; Lo-ruhamah, "no mercy" (reminded Israel of God's impending judgment); Lo-ammi, "not my people" (taught Israel the result of their disloyalty: separation from God)

C. Lessons from Old Testament Wisdom Literature

Write the name of the book of Old Testament Wisdom Literature (Job, Proverbs, Ecclesiastes) after the phrase that best describes it.

1. This book teaches about the seeming futility of life and work. (Ecclesiastes)

2. This book teaches about suffering and human ability to discern the working of God. (Job)

3. This book teaches about many practical matters of daily living and human conduct. (Proverbs)

Additional Questions

1. In the New Testament, Jesus is most often referred to by the Jewish title Rabbi, which means teacher.

2. List three of Jesus' teaching methods mentioned in the book. (parables, puns, humor)

3. What do each of the following passages suggest about the need for the Bible and a church's education ministry?

- 2 Timothy 2:15

- 2 Timothy 3:16-17

- Hebrews 12:2

- Hebrews 4:12

4. How well is your church's education ministry characterized by each of the following qualities?

- Fellowship

- Prophetic

- Intentional

- Creative

- Redemptive

5. Can you identify other ways Jesus taught?

6. How do your church's worship, evangelism, and missions service teach?

7. What is your church's stated curriculum?

8. What do your church's budget and calendar say about your church's educational goals?

9. How well are Baptist distinctives included in the content of your church's education ministry?

10. What are some specific ways your church's education ministry reflects each Baptist distinctive studied in the book? How can that improve?

11. On a chalkboard, marker board, or sheet of butcher paper, title three columns with the words: Job/Task, Skills, Teaching/Training. First, ask the class to list jobs/tasks performed by members of your church and write those under that heading. (Some may suggest ushers, teachers, nursery workers, deacons, choir members, etc.). After listing several jobs, ask the class to suggest the skills and knowledge each task requires. List those under that heading. Next, ask how your church teaches or trains members in those skills and knowledge. List class responses under that heading. Finally, ask the class to suggest how your church can better teach/train its members to do what they are called to do. Ask, “What changes in our church budget and calendar will that require?” Discuss responses.

Lead the class in a discussion of how teaching literacy and English as a Second Language (ESL) relates to the work of Bible translation ministries such as Wycliffe Bible Translators, United Bible Societies, American Bible Society, Slavic Gospel, etc. Ask the class to suggest ways these types of ministries fulfill the education ministry of a church and reflect Baptist distinctives.

Appendix

The following list includes additional resources for studying and teaching Baptist history and distinctives.

Recommended Nonfiction

Brackney, William H. editor. *Baptist Life and Thought: A Source Book*. Revised edition. Valley Forge PA: Judson Press, 1998. This is a collection of excerpts from important documents in Baptist history with helpful historical notes. A good addition to a church library for those wishing to read original documents.

Estep, William R. *Why Baptists? A Study of Baptist Faith and Heritage*. Dallas: Baptist General Convention of Texas, 1997. As the title suggests, this is an examination of Baptist history and the development of Baptist doctrines. Intended for use in a local church.

Fletcher, Jesse C. *The Southern Baptist Convention: A Sesquicentennial History*. Nashville: Broadman & Holman, 1994. An excellent history that focuses on this specific Baptist group. Thorough and scholarly; communicates well to laity.

Helwys, Thomas. *A Short Declaration of the Mystery of Iniquity*. Classics of Religious Liberty 1. Edited and introduced by Richard Groves. Macon GA: Mercer University Press, 1998. This is the work of Helwys cited in the first chapter of my book. It is interesting reading for those who want to study the context and form of Helwys's thoughts.

Leonard, Bill J. *Baptist Ways: A History*. Valley Forge PA: Judson Press, 2003. Well-written and comprehensive Baptist history that speaks to a broad readership—both scholars and laity alike.

McBeth, H. Leon. *The Baptist Heritage: Four Centuries of Baptist Witness*. Nashville: Broadman, 1987. This Baptist comprehensive history is scholarly, but helpful when used as an encyclopedia.

———. *A Source Book for Baptist Heritage*. Nashville: Broadman, 1990. This is an extensive collection of lengthy excerpts from documents throughout Baptist history with helpful historical notes. Another good addition to a church library for those wishing to read original documents.

Shurden, Walter B. *The Baptist Identity: Four Fragile Freedoms*. Macon GA: Smyth & Helwys, 1993. This small book is an excellent overview of basic Baptist doctrines and the freedom found in each. It is an introduction to the “Proclaiming the Baptist Vision” series edited by Shurden and published by Smyth & Helwys.

Williams, Roger. *The Bloody Tenent of Persecution, for Cause of Conscience Discussed in a Conference between Truth and Peace*. Edited by Richard Groves. Introduced by Edwin Gaustad. Macon GA: Mercer University Press, 2001. Roger Williams wrote *The Bloody Tenent of Persecution* in 1644. Many consider it his most important writing and a classic in the development of Baptist history and doctrine. In this edition, the editor establishes the historical context in which Williams lived and wrote and mentions Roger Williams’s other writings. Williams’s seventeenth-century writing style makes the book a bit difficult for some readers. However, many laypeople would appreciate reading directly what Williams thought.

Recommended Fiction

Will Campbell, Baptist minister-at-large, lives in Mt. Juliet, Tennessee. He has written two novels that especially address the heart and emotion of what makes one Baptist.

The Glad River (1982; repr., Macon GA: Smyth & Helwys, 2005) traces the growing friendship of three young men, fellow pilgrims in life and faith. One, Doops Momber, is a budding writer searching for “a real Baptist.” This novel is interspersed with excerpts from a novel about Baptists that the character Doops is writing.

Originally published in 1983, *Cecelia's Sin: A Novella* (Macon GA: Mercer University Press, 1993) is somewhat of a sequel to *The Glad River*. In it Campbell completes the novel begun by Doops Momber about the struggles of Anabaptists in Amsterdam. The introduction to the book, "Birth of the Baptist Movement," by Eric W. Gritsch, is a brief but helpful summary of early Baptist history.

Periodicals and Journals

Baptists Today

P.O. Box 6318

Macon, GA 31208-6318

1-877-752-5658

"*Baptists Today* serves churches by providing a reliable source of unrestricted news coverage, thoughtful analysis and inspiring features focusing on issues of importance to Baptist Christians." (from *Baptists Today* 25/3 [March 2007]: 3)

Christian Ethics Today

Christian Ethics Today Foundation

9608 Parkview Court

Denton, TX 76207

(940) 262-0450

Heritage Seekers (HeritageSeekers.org)

Heritage Seekers is a magazine designed to teach children about Baptist history and heritage. It is published by the Center for Baptist Heritage & Studies in Richmond, Virginia. The magazine is user- and family-friendly and can be used in churches in numerous ways.

Web Sites for Baptist History and Heritage (all information is current and correct as of March 1, 2007)

Associated Baptist Press

www.abpnews.com

ABP covers issues of national and international importance to Baptists.

Baptist Faith & Message

www.bgct.org/TexasBaptists/Document.Doc?&id=610

This page is found on the Web site of the Baptist General Convention of Texas. It is especially helpful in comparing and contrasting the 1963 and 2000 *Baptist Faith and Message* statements.

Baptist Joint Committee

<http://www.bjconline.org>

Supported by individual Baptists, local Baptist churches, and fourteen Baptist bodies, the Baptist Joint Committee has long been a Baptist witness to all three branches of the United States government. This statement is from the BJC Web site: “The mission of the Baptist Joint Committee for Religious Liberty is to defend and extend God-given religious liberty for all, furthering the Baptist heritage that champions the principle that religion must be freely exercised, neither advanced nor inhibited by government.” The BJC website is an excellent resource for information on the history of and need for religious liberty and separation of church and state and current events/issues relating to that Baptist distinctive.

Baptist History & Heritage Society

www.baptisthistory.org

Mission statement: “Helping Baptists discover, conserve, assess, and share their history.”

This is an independent organization supported mostly by membership dues from individual Baptists, Baptist colleges and universities, state conventions, and churches. It sponsors annual meetings and is a superb resource for printed and online material about Baptist history. The Web site has a catalog for ordering materials. The society also publishes the *Baptist History and Heritage Journal* (subscription information is available on the Web site).

Baptist World Alliance

<http://www.bwanet.org>

Mentioned in the first chapter of the book, the BWA is comprised of more than two hundred Baptist bodies from around the globe and supported by numerous individual Baptists. The BWA and its Web site offer resources as well as opportunities to network and serve with Baptists around the world. The following is the group’s vision statement (from the BWA Web site): “The Baptist World Alliance is a global movement of Baptists sharing a

common confession of faith in Jesus Christ, bonded together by God's love to support, encourage and strengthen one another, while proclaiming and living the Gospel of Jesus Christ in the power of the Holy Spirit to a lost world."

BaptistLife.com

<http://www.baptistlife.com>

This Web site provides online networking with and information on many different Baptist groups. It has links to various Baptist publications and news sources.

Baptistnet

<http://www.baptistnet.com>

EthicsDaily.com

<http://www.baptists4ethics.com>

A Web site developed by Baptists with information and printed and audio-visual resources to inform Baptists on ethical issues. It has a good section on Baptist history. The "Curricula" section offers excellent lessons one can order for use in one's church.

Smyth & Helwys Publishing

www.helwys.com

Smyth & Helwys publishes a full range of books, Sunday school curriculum, and Bible studies. Offerings include various books on Baptist history and doctrine, especially the series *Proclaiming the Baptist Vision*, in which each short book focuses on a respective Baptist distinctive. Each book is a collection of articles, sermons, and essays written by leaders, ministers, laity, and scholars from across the spectrum of Baptist life. The varying perspectives challenge the reader to deeper reflection on Baptist distinctives.

Virginia Baptist Historical Society and the Center for Baptist Heritage and Studies

<http://www.baptistheritage.org/>

From the Web site: "Established in 2000 following an agreement between the Baptist General Association of Virginia, the University of Richmond and the Virginia Baptist Historical Society, the Center for Baptist Heritage & Studies seeks to champion Baptist distinctives and Baptist heritage and to

provide educational opportunities related to Baptist distinctives, history and heritage. It accomplishes its mission in numerous ways, including making available Baptist records and historical materials and through serving as a research and resource center. The Center offers academic and special interest courses through the School of Continuing Studies at the University of Richmond. The Center also presents lectures, seminars, and workshops.”