

Final Thoughts
CCA Adult Education
Week 11

- I. Introduction and Recap
 - a. Anglican Unity
 - b. Communion for Children and Non-Anglican Baptized Believers
 - c. Why study Anglicanism?
 - d. Touching base on questions from week 10
- II. Why do we give communion to children?
 - a. In 1985, a group of Anglican Bishops gathered together prior to an ecumenical liturgical society gathering in Boston to discuss whether children should be given the Eucharist prior to confirmation.
 - b. The document produced was called “Children and Communion,” and is sometimes just called the “Boston Statement.”
 - c. This document detached communion from confirmation in the church, rightly connecting reception of communion with baptism, a practice which had been standard in the church prior to the Middle Ages and Reformations.
 - d. Ten years later, a document gathering further support for the communication of baptized children was published, *Children and the Table*.
- III. Why do we give communion to non-members?
 - a. Prior to the latter half of the twentieth century, Christians could only receive communion within denominational structures in which they were confirmed.
 - b. Again, the shift allowing non-Confirmed communicants became the appropriate connection with Baptism and the Eucharist, rather than Confirmation.
 - c. “It is an intimidating reality that Christians are called in this twenty-first century to proclaim Christ and to form Christian communities within societal structures which do not support those tasks in the ways which the Christendom model of Christianity assumed as its foundation for many centuries... In many ways, the Church today is placed within a world more akin to that of early Christianity than to the establishment models which emerged with Christendom.” Louis Weil in *Oxford History of Anglicanism*
- IV. Why did we just study Anglicanism, why should we care?
 - a. Unity
 - b. The value of tradition in a self-centered age
 - c. A historic, tested, proven way of encountering Christ Jesus
- V. Conclusions

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