Contents

1 Introduction: Early Christian Reception of Paul and the Interpretation of 1 Cor 1–4 — 1
1.1 Teacher of the Nations? — 1
1.2 Argument — 5
1.3 Methodology: Exegesis and Reception — 6
1.4 Justification for the Study: Previous Scholarship — 8
1.4.1 Paul as Greco-Roman Teacher — 10
1.4.2 Paul as a Jewish Teacher — 16
1.4.3 The Education of the Corinthians — 19
1.5 Chapter Summaries — 24

2 Greek, Roman, and Jewish Educational Institutions: An Overview — 27
2.1 Greco-Roman Education — 27
2.1.1 Unity and Diversity in Greco-Roman Education — 27
2.1.2 Progress in Greco-Roman Education — 30
2.1.3 Ancient Literary Sources for Greco-Roman Education — 32
2.1.3.1 Quintilian — 33
2.1.3.2 Ps.-Plutarch — 36
2.1.3.3 Elementary Education according to Hellenistic and Roman Philosophy — 39
2.2 Second Temple Jewish Education — 41
2.2.1 Interpreting the Evidence — 41
2.2.2 Ancient Literary Sources for Jewish Education — 44
2.2.2.1 Philo — 44
2.2.2.2 Wisdom Literature — 49
2.3 Conclusion — 57

3 Ancient Education in 1 Cor 3:1–4:21 — 58
3.1 The Evidence: Educational Language and Imagery — 58
3.2 Educational Motifs in 1 Cor 3:1–4:21 — 61
3.2.1 Milk and Solid Food (3:1–4) — 61
3.2.2 Sowers, Waterers, Fields, and Seed (3:5–9) — 65
3.2.3 Building God's Temple (3:9b–17) — 68
3.2.4 Stewards of God's Mysteries (4:1–2) — 71
3.2.5 Not beyond what is Written (4:6) — 79
3.2.6 Pedagogues (4:14–15) — 84
3.2.7 Parent Teachers (4:14–15, cont'd) — 86