CEDF 5113 History and Theology of Christian Formation: Directed Study
Professor of Record: Linda Cannell
This directed study is always available.

During this study, you will read sources that will inform you about the history and ideas pertinent to western education. You will also seek sources that will help you gain understanding of the history and educational ideas from at least one other culture. Three hours.

FORMAT: For this directed study you will be less invested in theology and more invested in the broad history of ideas that have affected education – religious and secular. Read this entire syllabus before you begin reading. Note that you will be assessed on your grasp of the general sweep of educational history. You need to develop a sense of the major periods of history and some of the people who shaped education in those periods and today. The Course Pack will orient you.

LEARNING TASKS: A directed study does not follow the regular course schedule. Therefore, plan on giving about 95-100 hours to this experience. You will record insights from your reading in a way that best serves your learning preferences and context. You may decide to spend all your time reading with no written result. Or, you may design a response that would take the form of a workshop, an article, notes for a seminar you will teach, a Powerpoint presentation, and so on. (See Response Options at the end of this syllabus.) The professor of record will meet with you in person or through some appropriate medium within the first 2-3 weeks to hear your reading plan and strategy for a learning response; and then meet with you at least two additional times for a review of what you have learned and gathered. <u>It is your responsibility to email the professor of record to schedule these meetings.</u>

READING EXPECTATIONS: *Before you make any selections for reading, read the "Course Pack". It provides a summary of the primary areas of history of education.*

Read one or two overview sources to get a sense of the personalities and periods (see below under Suggested Readings). Read at least 2-3 <u>primary</u> sources (in other words, instead of reading about a historical figure that affected education, read the person's own work). You can discuss these sources with the professor of record.

Typically, a reading course requires about 95-100 hours of work. It is important that you identify a sampling of people and become familiar with their ideas and/or contribution. Then, based on your interest, select a person you would like to explore in more detail. Sometimes the more recent writing of a person is more significant, sometimes not. If you can't locate a title listed below, seek out another title by the same author.

SUGGESTED READINGS
The following sources will provide an overview of education history: its themes, events, and personalities. These sources will help you place important personalities and events, after which you can make choices in the primary and secondary materials. The hard part of course is finding sources. The NP library will have some sources; your local library

may have some. If you are a member of a local library, you can secure interlibrary loan materials free of charge. Also do a search of articles by an author or related to a subject of interest. *Sources that will likely be of most usefulness are asterisked. If you are not finding one source interesting or helpful, select another.* ***NOTE: The professor of record will be assessing the extent to which you have become familiar with key periods, ideas, personalities across educational history. You don't have to memorize the texts. However, as you read the survey material, sketch out a time line of people and events and jot down ideas that have had a lingering effect on education today.***

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Anthony, Michael and Warren Benson. 2003. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Kregel Publications

*Barclay, William. *Educational Ideals in the Ancient World*. Baker Books, 1959, 1974.

*Burgess, Harold. 1996. *Models of Religious Education: Theory and Practice in Contemporary Perspective*. Wheaton: Victor Press/ Bridgepoint

Cram, Ronald Hugh (ed.). 1997. *Understanding Trends in Protestant Education in the Twentieth Century*. University Press of America

*Gibbs, Eugene (ed). 1992. *A Reader in Christian Education: Foundations and Basic Perspectives*. Grand Rapids, MI: Baker Book House.

**Gutek, Gerald. 1972. *A History of the Western Educational Experience*. New York: Random House.

*O'Neill, William. 1983. *Rethinking Education: Selected Readings in the Educational Ideologies*, Dubuque, Iowa: Kendall/Hunt Publishing Company.

Rusk, Robert. 1979. *Doctrines of the Great Educators*, Fifth Edition. New York: The Macmillan Press.

**Smith, L. Glenn (ed.) 1994. *Lives in Education: A Narrative of People and Ideas*. Second Edition. New York: St. Martin's Press.

SAMPLING OF PRIMARY SOURCES

Aristotle. "Politics" (In *The Basic Words of Aristotle*)

Augustine "The First Catechetical Instruction"

Augustine, Aurelius. 1962. "The Teacher" included in Kingsley Price, *Education and Philosophical Thought*, Allyn and Bacon, 1962.

Bruner, Jerome. 1961. *The Process of Education*. Harvard University Press.

_____. 1968. *Toward a Theory of Instruction*. W.W. Norton and Co.

_____. 1996. *The Culture of Education*. Harvard University Press. Bushnell, Horace. 1979. *Christian Nurture*. Baker Book House.

Comenius, John Amos. 1967. *The Great Didactic*. translated by M. W. Keatinge, Russell Publishers.

Cully, Iris. 1984. *Education for Spiritual Growth*. Harper and Row.

Dewey, John. *Democracy and Education*. MacMillan, 1916.

_____. 1933. *How We Think: a Restatement of the Relation of Reflective Thinking to the Educative Process*. D. C. Heath and Co..

_____. 1938. *Experience and Education*. MacMillan.

_____. 1929. *The Quest for Certainty: A Study of the Relation of Knowledge and Action*. Minton Balch.

Erasmus, Desiderius. The Education of a Christian Prince (in *Collected Works*, v.27) PA 8500 l974 v. 27 PA 8500 l974

Erasmus of Rotterdam's. 1971, 1975. *Praise of Folly*. translated by Betty Radice, Penguin Books.

Froebel, Friedrich. 1895. *Education by Development*. Appleton, 1895.

_____. 1887. *The Education of Man*. D. Appleton and Co., 1887.

Herbart, Johann Friedrich. 1896. *The Science of Education*. translated by H. Felkin and E. Felkin. Heath.

Ignatius and the Ratio Studiorum in Robert Ulich, *Three Thousand Years of Educational Wisdom*

Kant, Immanuel. 1991. *Education*. Trans. The University of Michigan Press.

Locke, John. *Essay Concerning Human Understanding*
Locke, John *Some Thoughts Concerning Education*
Luther, Martin Letter to the Mayors & Alderman of the Cities of Germany in Behalf of Christian School (in *Luther on Education*, by F. Painter)
Luther, Martin. A Sermon on Keeping Children in School (in *Luther on Education*, by F. Painter)
Montessori, Maria *The Discovery of the Child*
Montessori, Maria. 1912. *The Montessori Method*. Robert Bentley
Pestalozzi, Johann Heinrich. *Letters on Early Education Addressed to J. P. Greaves*. Sherwood, Gilbert and Piper, 1827.
_____. 1907. *Leonard and Gertrude*. translated by Eva Channing. Boston: D.C. Heath.
_____. 1915. *How Gertrude Teaches Her Children*. translated by L.E. Holland and F.C. Turner. Syracuse, N.Y.: C.W. Bardeen.
Plato. 1955, 1974. *Republic*. translated by Desmond Lee, Penguin Books.
Rousseau, Jean Jacques. *The Social Contract*. translated by Maurice Cranston, Penguin Books, 1968, 1980.
_____. 1896. *Emile*. translated by W. H. Payne. D. Appleton Co.
Whitehead, Alfred North. 1929. *The Aims of Education*. The Macmillan Company.
Whitehead, Alfred North. 1968. *Modes of Thought*. The Macmillan Company.

PRIMARY WRITINGS of educators who continue to shape education in general and Christian education.

Since many of these educators are still living and writing, check for recent books and articles.

Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.
Boys, Mary. 1989. *Educating in Faith*. Harper and Row.
Cremin, Lawrence A. 1988. *American Education: The Metropolitan Experience*. New York: Harper & Row. (If you cannot locate this book, read another of his works. He has been prolific--and he is important.)
Elliott, Harrison. 1940. *Can Religious Education be Christian?* Macmillan.
Freire, Paulo. 1970. *The Pedagogy of the Oppressed*. Seabury Press. (Also *Pedagogy of Hope* and numerous other writings–select one or two of his works.)
Gutierrez, Gustavo. 1973. *A Theology of Liberation*. Orbis Books. Numerous sources are available by the early exponents of liberation theology.
Groome, Thomas. 1999. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. Allen, Texas: Thomas More Publishers (see also *Christian Religious Education*)
Harris, Maria. 1987. *Teaching and Religious Imagination: An Essay in the Theology of Teaching*. Harper and Row.
Harris, Maria. 1989. *Fashion Me a People*. Westminster/John Knox Press.
Illich, Ivan. 1971. *Deschooling Society*. Harper and Row.
LeBar, Lois. 1981. *Education that is Christian* (reprint). Revell.
Lee, James Michael. *The Shape of Religious Instruction: A Social Science Approach*. Religious Education Press, 1971.
_____. 1973. *The Flow of Religious Instruction: A Social Science Approach*. Pflaum/Standard.
_____. 1984. *The Content of Religious Instruction: A Social Science Approach*. Religious Education Press.
Little, Sara. 1983. *To Set One's Heart*. John Knox Press.
Mayr, Marlene, ed. *Modern Masters of Religious Education*. Birmingham: Religious Education Press, 1983. Recommend you read Miller, Westerhoff, Nelson and Lee.
Matsuoka, Fumitaka 1998. *The Color of Faith : Building Community in a Multiracial Society*. (See also *Out of Silence : Emerging Themes in Asian American Churches* 1995)
Miller, Randolph. *The Clue to Christian Education*. C. Scribner's Sons, 1950.
Moore, Mary Elizabeth Mullino. 1991. *Teaching from the Heart: Theology and Method*. Augsburg Fortress.
____. 2004. *Teaching as a Sacramental Act*. Cleveland: The Pilgrim Press.

Nelson, C. Ellis. 1989. *How Faith Matures*. Westminster Press.
Nunez, Emilio. 1985. *Liberation Theology*. Moody Press.
Palmer, Parker. 1983. *To Know as We Are Known*. Harper and Row. (See also *Courage to Teach*)
Schipani, Daniel. 1988. *Religious Education Encounters Liberation Theology*, REP.
Schmidt, Stephen. 1983. *A History of the Religious Education Association*. Religious Education Press.
Seymour, Jack. 1982. *From Sunday School to Church School: Continuities in Protestant Church Education in the United States, 1860-1929.* Washington, D.C.: University Press of America.
_____ and Donald Miller (eds). 1990. *Theological Approaches to Christian Education*. Abingdon Press.
_____. 1997. *Mapping Christian Education* Abingdon Press. (See also *Educating Christians*)
Smith, Christian. 1991. *The Emergence of Liberation Theology.* University of Chicago Press.
Smith, H. Shelton. 1941. *Faith and Nurture*. C. Scribner's Sons.
Tenenbaum, Samuel. 1951. *William Heard Kirkpatrick: Trail Blazer in Education*. Harper and Brothers.
Thompson, Norma (ed). 1982. *Religious Education and Theology.* Religious Education Press.
_____. 1988. *Religious Pluralism and Religious Education.* Religious Education Press.
Wilkerson, Barbara (ed) 1997. *Multicultural Religious Education*. Birmingham, Alabama: Religious Education Press.
Wyckoff, D. Campbell (Select from numerous writings)

ADDITIONAL SOURCES

Boylan, Anne. *Sunday School: The Formation of an American Institution, 1790-1880.* Yale University Press, 1988.
Brereton, Virginia. *Training God's Army: The American Bible School: 1880-1940*. Indiana University Press, 1990.
Butler, H.E. 1963. *Quintilian*. Harvard University Press, 1963.
Butts, R. Freeman. 1973. *The Education of the West*. McGraw-Hill.
Cole. Luella. 1950. *A History of Education: Socrates to Montessori*, Rinehart and Company.
Collins, Joseph (ed). 1947. *The Catechetical Instruction of St. Aquinas*. Joseph F. Wagner, 1947.
Cranston, Maurice. 1957. *John Locke: A Biography.* Macmillan.
Davidson, Thomas. 1969. *Aristotle and Ancient Educational Ideals.* Franklin Burt.
Donohue, John. 1968. *St. Thomas Aquinas and Education*. Random House.
Drazin, Nathan. 1970. *History of Jewish Education from 515 B.C. to 22 C.E.* MacMillan.
Duckett, Eleanor. 1951. *Alcuin, Friend of Charlemagne*. MacMillan.
Dunkel, Harold. 1969. *Herbart and Education*. Random House.
Dupuis, Adrian. 1966. *Philosophy of Education in Historical Perspective*. Rand McNally.
Gaskoin, C.J. 1966. *Alcuin, His Life and His Work*. Russell and Russell.
Gay, Peter. 1969. *The Enlightenment: An Interpretation*. 2 vols., Knopf.
Green, J. A. 1969. *The Educational Ideas of Pestalozzi*. Greenwood Press.
_____. 1912. *Pestalozzi's Educational Writings*. Longmans, Green.
Grendler, Paul. 1989. *Schooling in Renaissance Italy: Literacy and learning, 1300-1600*. Baltimore: Johns Hopkins University Press.
Gruber, Frederick. *Foundations for a Philosophy of Education*. Thomas Y. Crowell, 1961.
Gutek, Gerald. 1968. *Pestalozzi and Education*. Random House.
Gutzke, Manfred. *John Dewey's Thought and Its Implications for Christian Education*. Columbia University Press, 1956.
Haskins, Charles. *The Rise of Universities*. Cornell University Press, 1957.
Hendley, Brain Patrick. 1986. *Dewey, Russell and Whitehead: Philosophers as Educators.* Southern Illinois University Press.
Hoornaert, Eduardo. 1988. *The Memory of the Christian People*. Translated from the Portuguese by Robert R. Barr. Maryknoll, New York: Orbis Books.

Hughes, Thomas. *Loyola and the Educational System of the Jesuits*.
Jaeger, Werner. *Early Christianity and Greek Paideia*. Harvard University Press, 1961.
Jarrett, James. *The Educational Theories of the Sophists*. Columbia University Press, 1969.
Johnson, Paul. 1976. *A History of Christianity*. New York: Simon and Schuster.
Kennedy, William Bean. 1966. *The Shaping of Protestant Education: An Interpretation of the Sunday School and the Development of Protestant Educational Strategy in the United States, 1789-1860*. Association Press.
Kevan, Eugene. 1964. *Augustine the Educator: A Study in the Fundamentals of Christian Formation.* Newman.
Kilpatrick, William. 1932. *Education and the Social Crisis*. New York: Liveright.
_____. 1916. *Froebel's Kindergarten Principles: Critically Examined*. MacMillan
Kleist, James. 1948. *The Didache*. Newman Press.
Knoff, G. 1979. *The World Sunday School Movement: the Story of a Broadening Mission*. Seabury.
Küng, Hans. 1994. *Great Christian Thinkers*. New York: Continuum Publishing Company.
Laurie, S. 1970. *Historical Survey of Pre-Christian Education*. Scholars Press.
Lawless, George. 1987. *Augustine of Hippo and His Monastic Rule*. Oxford University Press.
Lawson, John. 1967. *Medieval Education and the Reformation*. Routledge and Kegan Paul.
LeClercq, Jean. 1982. *The Love of Learning and The Desire for God: a Study of Monastic Culture.* Fordham University Press.
Long and Sedley. 1987. *The Hellenistic Philosophers*. Cambridge University Press.
Lynn, Robert and Elliott Wright. 1971. *The Big, Little School*. Harper & Row.
Melling, David. 1987. *Understanding Plato*. Oxford University Press.
O'Daly, Gerard. 1987. *Augustine's Philosophy of Mind*. Duckworth.
Powicke, F.M. and A.B. Emdem (ed.) *Rashdall's Medieval Universities, Vol. III*, Claredon Press, 1936.
Quasten, Johannes and Joseph Plumpe (eds). 1948. *Ancient Christian Writers: The Didache, The Epistle of Barnabas, The Epistles and the Martyrdom of St. Polycarp, The Fragments of Papias, The Epistle to Diognetus.* Westminster, Maryland: The Newman Press.
Ringenberg, William. 1984. *The Christian College: A History of Protestant Higher Education in America*. Eerdmans.
Rockefeller, Steven C. *John Dewey: Religious Faith and Democratic Humanism*. Columbia University Press, 1991.
Rogers, Carl. 1969. *The Freedom to Learn: A View of What Education Might Become*. C. E. Merrill.
Sawicki, Marianne. 1988. *The Gospel in History: Portrait of a Teaching Church*. Paulist Press.
Scattergood, John (ed). 1984. *Literature and Learning in Medieval and Renaissance England*. Irish Academic Press.
Stevenson, Louise. 1986. *Scholarly Means to Evangelical Ends: the New Haven Scholars and the Transformation of Higher Learning in America 1830-1890*. John's Hopkins.
Straus, Gerald. 1978. *Luther's House of Learning*. The Johns Hopkins University Press.
Ulich, Robert. 1954. *Three Thousand Years of Educational Wisdom*. Harvard University Press.
_____. 1968. *A History of Religious Education*. New York University Press.
Volz, Carl. 1990. *Pastoral Life and Practice in the Early Church*, Augsburg, 1990.
West, A. F. 1892. *Alcuin and the Rise of Christian Schools*. Scribners
Westerhoff, John and O.C. Edwards. 1981. *A Faithful Church: Issues in the History of Catechesis.* Morehouse-Barlow.
_____. 1978. *McGuffey and His Readers: Piety, Morality and Education in Nineteenth Century America.* Abingdon.
Wheeler, Barbara and Edward Farley (eds). *Shifting Boundaries: Contextual Approaches to the Structure of Theological Education.* Westminster/John Knox Press, 1991.
Woodward, William Harrison. 1967. *Desiderius Erasmus Concerning the Aim and Methods of Education*. Columbia University Press.

Worley, Robert. 1967. *Preaching and Teaching in the Earliest Church*, Westminster Press.

RESPONSE OPTIONS

1. Read from *primary source* material. Select sources that interest you–people whose work you've always wanted to read about but have never had the chance. The sources will represent more than Western cultures. Read until you have identified 3-4 significant ideas that were significant in their own time and that have relevance to the task of religious education today. Briefly describe the idea, identifying the author of the idea. Then prepare a 2-3 page reflective, written discourse on the significance of the ideas for contemporary religious education. You can treat the ideas singly or in a synthesis. Write as if you are chairing a committee whose long term goal is to gather insights about the future of religious education in church and/or school. You have become intrigued with significant ideas from the historical development of education. You want to investigate their importance with the committee and stimulate their thinking about the relevance of these ideas.

2. Select a significant historical period. Investigate the events, ideas, issues, and personalities of the period. Identify what you believe to be significant events and so on from this period that have affected, or should affect contemporary religious education. Prepare a 2-3 written document that offers a summary of your discussions and one or two significant insights from the period to the continuing development of educational thought and practice.

3. Select two personalities from two different historical periods. Work individually or with a team to gather information on your personalities (cultural and educational background, key ideas, and so on) Write a short play or a conversation that will give an audience a "feel" for the similarities and differences in your characters' ideas and practices. You may even find two characters, where the educational theory of the one was influenced by the other.

4. Identify two or three writers who have attempted to think theologically about religious education. What are the theological issues that should inform Christian religious education? Demonstrate how the various writers use theology in shaping religious education.

5. Several have tried to fashion a different way to look at the teaching enterprise in Christian education. Note the different perspectives and suggestions represented by the following authors. Interact with their ideas. Many of these are writing because they feel a corrective is needed. Which perspectives do you feel have most merit in our present age?