

Concordia Seminary - Saint Louis

Scholarly Resources from Concordia Seminary

Bachelor of Divinity

Concordia Seminary Scholarship

6-1-1950

Research Studies in Religious Education

Louis F. Rush

Concordia Seminary, St. Louis, lr_rushl@csl.edu

Follow this and additional works at: <https://scholar.csl.edu/bdiv>



Part of the [Practical Theology Commons](#)

Recommended Citation

Rush, Louis F., "Research Studies in Religious Education" (1950). *Bachelor of Divinity*. 316.
<https://scholar.csl.edu/bdiv/316>

This Thesis is brought to you for free and open access by the Concordia Seminary Scholarship at Scholarly Resources from Concordia Seminary. It has been accepted for inclusion in Bachelor of Divinity by an authorized administrator of Scholarly Resources from Concordia Seminary. For more information, please contact seitzw@csl.edu.

RESEARCH STUDIES
IN RELIGIOUS EDUCATION

A Thesis Presented to the Faculty
of Concordia Seminary, St. Louis,
Department of Practical Theology,
in partial fulfillment of the
requirements for the degree of
Bachelor of Divinity

by
Louis F. Rush
June 1950

Approved by: Arthur C. Kapp
Advisor

Paul M. Bretcher
Reader

ACKNOWLEDGMENTS

This project was initiated and sponsored by the Lutheran Education Association. The Research Council of the Association, responsible for this project, includes Otto J. Beyers, Paul M. Bretscher, Richard R. Caemmerer, Paul W. Lange, and Arthur C. Repp.

TABLE OF CONTENTS

	Page
INTRODUCTION	iii
Purpose	iii
Scope	iii
Method	iv
Availability of Research Studies	vi
Statistical Analysis	vi
ADULT EDUCATION	1
CURRICULUM	1
EDUCATION OF BLIND AND DEAF	2
HIGHER EDUCATION	2
HISTORY OF EDUCATION	3
LUTHERAN ELEMENTARY EDUCATION	19
LUTHERAN SECONDARY EDUCATION	26
PART-TIME AGENCIES	27
RELIGION IN PUBLIC EDUCATION	31
SCHOOL ADMINISTRATION	32
TEACHER TRAINING	33
TESTS AND MEASUREMENTS	35
THEOLOGICAL EDUCATION	39
THEORY AND PRACTICE	40
VISUAL AIDS	46
YOUTH	46
INDEX	49

LIST OF TABLES

Table	Page
1. Number of Research Studies for Each Category	viii
2. Number of Theses for Each Type of Degree	ix

INTRODUCTION

Purpose

Many research studies in religious education have been produced by Lutheran educators in the past few years. Generally, however, such research studies, in the form of Bachelors', Masters', and Doctors' theses, are limited to two or three copies. As a result, this material often remains practically inaccessible to other workers in the field unless a central catalogue of such studies is available.

The Lutheran Education Association assumed the task of compiling a bibliography of research studies in religious education to fill the need for such a catalogue. The bibliography, consisting of classified abstracts with index, was compiled especially with the needs of educators of The Lutheran Church--Missouri Synod in mind. It should be suggestive for future research studies in religious education and should serve to prevent duplication of effort as well as to suggest areas of study not previously covered or covered inadequately.

Scope

To keep the project within manageable bounds, the bibliography was limited to research studies by educators

connected with The Lutheran Church--Missouri Synod. With a few exceptions, no works were included in the bibliography which have appeared in print and are listed in publishers' catalogues; the bibliography is limited to unpublished Bachelors', Masters', and Doctors' theses.

Since not every possible source of research work could be investigated, the survey was limited to sources which it was considered would yield the maximum results for a reasonable expenditure of effort and money. The Lutheran Education Association will add to the bibliography periodically as new studies are made available and those which have been inadvertently overlooked are brought to the attention of the Association.

Method

Information regarding research studies was obtained from the sources indicated below. The research studies were obtained either from the authors or on interlibrary loan. Each was examined and abstracted, and the abstracts were classified and indexed. Classifications used are those of the Library of Congress, modified to fit the needs of this specialized bibliography.

The survey of research studies covered the following sources:

1. A general appeal to all pastors and teachers of the Missouri Synod for information regarding research studies; the appeal was made through News Service, formerly the

official publication of the Board for Parish Education of The Lutheran Church--Missouri Synod.¹

2. The roster of The Lutheran Academy for Scholarship, as of April, 1949.²

3. The roster of professors of educational institutions of The Lutheran Church--Missouri Synod.³

4. The roster of high school teachers of The Lutheran Church--Missouri Synod.⁴

5. Officers and committees of The Lutheran Church--Missouri Synod specifically concerned with problems of religious education. These included the following: Board for Parish Education, Sunday School Teacher Training Committee, Board for Higher Education, Board for Young People's Work, Student Service Commission, Advisory Committee for Valparaiso University, and Board for Visual Aids.⁵

6. Bachelor of Divinity, Master of Sacred Theology, and Doctor of Theology theses on file at Pritzlaff Memorial Library, Concordia Seminary, St. Louis, Missouri, including all theses written through June, 1949.

¹News Service. Board for Parish Education, The Lutheran Church--Missouri Synod (St. Louis: Concordia Publishing House).

²The Lutheran Academy for Scholarship, Frances H. Ellis, Secretary, Indiana University, Bloomington, Indiana.

³The Lutheran Annual 1949 (St. Louis: Concordia Publishing House, 1949), pp. 54 ff.

⁴Ibid., p. 141 f.

⁵Ibid., p. 64.

The abbreviations used include the following:

B.D.:	Bachelor of Divinity thesis
B.S.:	Bachelor of Science thesis
D.Ed.:	Doctor of Education thesis
M.A.:	Master of Arts thesis
M.Ed.:	Master of Education thesis
M.Rel.Ed.:	Master of Religious Education thesis
M.S.:	Master of Science thesis
Ph.D.:	Doctor of Philosophy thesis
S.T.M.:	Master of Sacred Theology thesis
Th.D.:	Doctor of Theology thesis

"Missouri Synod" refers to The Lutheran Church--Missouri Synod or, in references prior to 1947, The Evangelical Lutheran Synod of Missouri, Ohio, and Other States.

Availability of Research Studies

Individuals desiring to examine any of the research studies included in the bibliography may obtain them through their local library on interlibrary loan from the library of the school granting the degree.

Statistical Analysis

Fifty-eight research studies were received and abstracted. They were classified into general categories, the number of studies in each category being listed in Table 1. Since there is considerable overlapping between classifications--

the history of Lutheran elementary education appearing under History of Education, for instance--this table does not present a strictly accurate picture, but it does indicate fields of major emphasis.

The field of study most emphasized was that of History of Education; twenty-one theses of the fifty-eight were included in this field. The subject receiving the most attention, either directly or indirectly, was the elementary education system of the Missouri Synod. Although only nine were classified directly in this category, if all theses which referred to the subject were included, about twenty-five, or almost half of all the research studies located, were concerned with this subject.

Table 2 lists the number of theses according to the type of degree granted. Twenty-eight of fifty seven degrees granted have been on the Master's level, and nine on the Doctoral level.

TABLE 1

Number of Research Studies for Each Category

Category	Number of Studies
Adult Education	1
Curriculum	1
Education of Blind and Deaf	1
Higher Education	1
History of Education	21
Lutheran Elementary Education	9
Lutheran Secondary Education	1
Part-time Agencies	4
Religion in Public Education	1
School Administration	1
Teacher Training	2
Tests and Measurements	5
Theological Education	1
Theory and Practice	5
Visual Aids	1
Youth	3

TABLE 2

Number of Theses for Each Type of Degree

Type of Degree	Number of Theses
Bachelor of Science	3 3
Bachelor of Divinity	17 17
Master of Arts	20
Master of Education	3
Master of Religious Education	1 28
Master of Sacred Theology	1
Master of Science	3
Doctor of Education	2
Doctor of Philosophy	6 9
Doctor of Theology	1

ADULT EDUCATION

1. BECK, W. F. "Bible Truth." B.D., Concordia Seminary, St. Louis, Mo. 1946. 125 pp.

This course of forty-two doctrinal lessons for instruction of adults was designed to be taught in a minimum of fourteen hours. The course was constructed to emphasize direct Biblical answers to questions. The guiding principle was, "Let the Bible Speak." Each section was summarized with the appropriate quotation from Luther's Small Catechism. A twenty-page summary was included, to be used in cases where time would not permit the use of the longer course. The summary included important Biblical quotations which can be memorized.

CURRICULUM

2. ZWINTSCHER, H. G. "An Analysis of Twenty Recent Seventh and Eighth Grade Readers." M.A., Indiana University, Bloomington, Ind. 1934. 69 pp.

This study listed the number of pages and percent of religious material found in various seventh and eighth grade readers, including Bobbs Merrill readers formerly used in Lutheran elementary schools. "Religious material" included selections from the Bible and stories and poems which develop a religious truth. Only six of the twenty readers used for the study contained this

type of material. Of the content of the Bobbs Merrill readers, 11.49 percent was devoted to this type of material, whereas the average for the six readers that contained religious material was 1.27 percent. Of the various types of material included in the Bobbs Merrill readers, "Religious material" ranked third in quantity.

EDUCATION OF BLIND AND DEAF

3. SCHROEDER, O. C. "Education, Psychology, and Religion as Factors in Creating Happiness among the Deaf." B.D., Concordia Seminary, St. Louis, Mo. N.d. 30 pp.

Purpose: To show that the Gospel of Jesus is the sole power for the promotion of happiness among the deaf.

Description: Historical and descriptive material was adduced to show that (1) education as a factor in creating happiness is not sufficient; (2) the application of merely mental principles (psychology, psychiatry) likewise is not an adequate method; (3) the Gospel of Jesus meets all needs.

HIGHER EDUCATION

4. DUKEWITS, WALTER C. "A Plan for a Private College in South India." D.Ed., Type B Project Report, Teachers College, Columbia University, New York, N. Y. 1949. vii / 68 pp.

Purpose: To formulate a plan for a private college in South India which will serve the needs of the Missouri

Evangelical Lutheran India Mission (Lutheran Church-- Missouri Synod) and its community by providing (a) general education and vocational guidance to all its students; (b) professional education to teachers; (c) professional education to pastors; (d) a cultural center for its adult and in-service program.

Description: After a brief description of the general situation in India under which the proposed college would operate, and an historical background of educational efforts in India, basic objectives for Christian higher education in South India were specified. Curricula were proposed for the purposes listed above. Student guidance, and plant and equipment needs were suggested. Proposals for perfecting the plan and putting it into action were given.

HISTORY OF EDUCATION

5. BERNER, CARL WALTER. "A Historical Study of Education in the Christian Church from Paul to Augustine." M.A., University of Southern California, Los Angeles, Calif. 1934. x / 87 pp.

Purpose: To demonstrate by the history of education in the Christian Church during the first five centuries of the New Testament era that it was by means of instituting an educational discipline in the home and in the Church that the early Church laid the foundation for a strong structure.

Description: Education in the early Church sprang from the intensive home and synagogue training of the Jewish people. Early baptismal practice of the apostles closely followed the proselyting method of the Jews, involving instruction in religious teaching before final acceptance into the Church. The early Christian Church emphasized child education; this was done chiefly through the home, and it was the private life and the home life of the early Christians which became the power to produce the congregational strength necessary for survival and growth. Also contributing to the education was the weekly public worship with its teaching elements and common confession of faith.

Following the period of informal education in the early Church was the period of strife with Greek philosophy. From this contact the early Church not only developed definite formulation of doctrine but also developed formal educational practice, the Greek system being influential through such men as Clement, Aristides, Justin Martyr, etc. Catechetical schools to train professional teachers for the Catechumenate were organized.

After the second century, admission to membership required a lengthy period of probation and preparation. Detailed instruction during this period was the rule, with much emphasis being laid upon personal piety.

By Augustine's time, the trend was toward an easier

approach to baptism and a restriction of moral instruction.

6. BLASIG, JOHN E. "A Study of the History of Zion Lutheran Church of the Missouri Synod of Kearney, Buffalo County, Nebraska." B.S., Concordia Teachers College, Seward, Nebr. 1944. 87 pp.

This research covered the history of Zion Lutheran Church, of Kearney, Nebraska, from its origins, about 1870, to 1944. The section on "Christian Education" described the establishment, problems, and growth of the Christian day school, Sunday school, and other educational agencies of the congregation.

7. BUSCH, G. F. "The Catechumenate of the Church." B.D., Concordia Seminary, St. Louis, Mo. 1940. 51 pp.

Description of the Catechumenate in the early Church; development of Luther's Catechisms; the use of Luther's Catechism in modern times.

8. CAEMMERER, RICHARD RUDOLPH. "The Education of Representative German Princes in the Sixteenth Century." Ph.D., Washington University, St. Louis, Mo. 1944. vi / 320 pp.

Purpose: To determine what influence education had on the aims and character of the German territorial princes of the sixteenth century.

Description: The processes and the materials employed in the training of the princes was described, to provide the background of politics, religion, and

culture into which the education was to be fitted and by which it may be understood.

Findings relating to religious education:

The place of the Church in the prince's administration demanded attitudes and techniques for which he had to be educated. German princes were responsible both for the secular and the religious life of their subjects. The political development of the time required that the prince include theology as a tool for his political activity.

The extent to which the religious movements of the sixteenth century contributed to the content and method of formal education was examined. Luther's and Melancthon's views and contributions on education were discussed. The Roman Catholic contribution to educational method during this century was made primarily through the Jesuits.

The content of the private instruction of the princes of various regions was examined in detail. Religious instruction was a prominent element, chiefly on account of the political implications.

9. DITTMAR, HERMAN A. "Lutheran Religious Elementary Education." M.Ed., St. Louis University, St. Louis, Mo. 1944. v / 125 pp.

Purpose: To determine the means a Lutheran congregation used to carry out a program of religious ele-

mentary education, and to investigate some of the results of the religious instruction.

Description: The first part of the study was devoted to a description of the historical background of religious elementary education. Particular attention was given to the following topics: religious purpose of colonial education; the Lutheran Church and Christian elementary education; the present status of secularization of public elementary education.

The second part of the study attempted to show how a certain Lutheran Church (Mt. Calvary, St. Louis, Mo.) endeavored to solve the problem of religious elementary education by means of the parochial school, Sunday school, confirmation class, and week-day religious instruction on released time. Particular consideration was given the following topics: teaching personnel; supervision; analysis of enrolment; religious courses of instruction. An evaluation was made of some outcomes of the religious instruction as exemplified in the lives of the pupils and graduates of the educational agencies of the church.

10. FRANK, VICTOR C. "The Work of Wm. Loehe in North America." B.D., Concordia Seminary, St. Louis, Mo. 1932. 63 pp.

Chapter V, pp. 25-34: "Loehe's Seminary at Ft. Wayne." A New Lutheran seminary was opened in October,

1846, in Ft. Wayne, Indiana, under the control of Wm. Loehe. In 1847, the newly founded Missouri Synod requested and received control of the institution. The growth of the institution through 1852 was described briefly.

11. FREITAG, ALFRED JOHN. "The Michigan Campaigns for the Survival of Lutheran Schools 1920-1924." B.S., Concordia Teachers College, Seward, Nebr. 1942. 56 pp.

Anti-German propaganda of World War I resulted in direct attacks against Lutheran elementary schools in Michigan and Oregon. Attempts were made to outlaw the schools by legislation requiring children to attend public schools. The attacks against, and the successful defense of, the Lutheran elementary schools in Michigan are described. As a result these clashes, the office of Lutheran School Superintendent was established, and Lutheran elementary schools were generally improved.

12. HUBER, WALTER HERMAN. "The History of Scholasticism and Its Influence on the Church and Education of the Middle Ages." B.D., Concordia Seminary, St. Louis, Mo. 1945. 86 pp.

Chapter X, pp. 71-82, "Scholasticism: Its Influence on Education in the Middle Ages," covered the status of education at the beginning of the Middle Ages, the work of Charlemagne, revival of Monasticism, and the rise of the universities.

13. KNOPP, HERBERT WILLIAM. "Christian Day-Schools of the Missouri Lutherans." M.A., George Peabody College for Teachers, Nashville, Tenn. 1933. 110 pp.

Purpose: To investigate the system of elementary education sponsored by the Lutheran Church--Missouri Synod.

Description: The author, in the first section, dealt with the history of the Missouri Synod, from its beginnings in 1838, through the period of establishment of colleges 1864-1893, and the period of growth 1893-1933. In the second section, "The Need for Christian Day Schools," he included historical justification for elementary education sponsored by the church, justification for the continuation of Christian day schools in America, and a statistical survey of the schools in America from 1847 to 1931. In the third section, he described the mechanics of establishment, organization, and curriculum of the Lutheran schools, and the teacher training program of the teachers colleges.

14. KRUEGER, ARLO ALVIN. "The Training and Education of Saul of Tarsus." B.D., Concordia Seminary, St. Louis, Mo. 1942. vi / 78 pp.

This thesis described the education of the Apostle Paul: the family, the Jewish synagogue schools, the curriculum, and the study at the Academy in Jerusalem under Gamaliel.

15. MALTE, ERIC CARL. "The Background and Beginnings of the Christian Day School in the Evangelical Lutheran Synod of Missouri, Ohio, and Other States." M.A., University of Pittsburgh, Pittsburgh, Pa. 1933. 43 pp.

The author maintained that the Lutheran elementary education system in the United States had its root in the educational principles of Martin Luther; these principles were discussed briefly. The background and beginnings of the elementary schools of the Missouri Synod were described under the following subjects: the Saxon Lutheran immigration to the United States in 1839 under Martin Stephan, and the settlement of this group in Perry County, Missouri; difficulties under Stephan's leadership, reorganization, and organization of the Missouri Synod in 1847; and the first Christian day school in St. Louis, organized in 1839.

16. MERKENS, ALBERT G. "Origin and Development of Lutheran Elementary Schools of the Missouri Synod in Northern Illinois." Ph.D., University of Pittsburgh, Pittsburgh, Pa. 1947. vii / 210 pp.

Purpose: This research explored the origin, development, and status of the elementary schools of the Northern Illinois District of The Lutheran Church --Missouri Synod.

Description: The early German Lutheran immigrants who came to northern Illinois during the fourth and

fifth decades of the nineteenth century were prompt in establishing Lutheran elementary schools. The first district school associations were largely parental enterprises, independent of each other and of the congregations. After the organization of the Missouri Synod in 1847, added impetus was given to the establishment of parochial schools, and the remarkable growth of the Missouri Synod in northern Illinois was attributed largely to the policy of establishing such schools in every congregation possible.

Each school was controlled by its parent congregation. Most of the early schools were financed by the parents, by tuition fees. At the time of writing (1947), the policy of wholly voluntary support without tuition charge was being advocated. School buildings and equipment reflected the economic status of the people in the individual congregations. The one-teacher type of school remained the most numerous. The supervision of schools was exercised by the respective congregations, advised and aided by officials and boards of education of the Missouri Synod and of its Northern Illinois District.

The curriculum was chiefly a subject curriculum, generally offering the full curriculum prevailing in the public schools, plus additional subjects, such as religion. By 1947, most of the textbooks were supplied by the publishing house of the Missouri Synod. The first teachers in Lutheran schools established during

the nineteenth century were generally pastors. Teachers colleges were soon established, however, at River Forest, Illinois, and at Seward, Nebraska.

17. NAUSS, ALLEN HENRY. "A History of Concordia Academy."
M.Ed., University of Oregon, Eugene, Ore. 1947. 178 pp.

Concordia Academy, Portland, Oregon, was established as a pretheological training school (secondary level) of the Lutheran Church--Missouri Synod in 1905. The Oregon and Washington District of the Missouri Synod established this school to serve as a source of supply of theological students for this geographic area.

In 1907 a five-acre plot of land was purchased for building needs, and the new school building was ready for occupancy in December, 1907. In 1911 the general convention of the Missouri Synod accepted responsibility for the assignment and salaries of instructors of the Academy. During the early period of the school's life, 1905-1911, enrolment figures varied from a minimum of seven to a maximum of sixteen students. The Academy, academically, was fashioned after the German Gymnasium.

The period 1911-1923 was one of development and change. In 1923 the general convention of the Missouri Synod accepted complete control of the school. For nine of these years all classes were taught by two instructors. Throughout this period there were constant acute problems of finance, housing, curriculum, etc.

The period 1923-1934 was one of increasing financial difficulties, building problems, and enrolment decline. Curriculum changes reflected a growing Americanization of the German element.

For a number of years the Academy was threatened with closure, but in 1935 the synodical convention resolved to continue support of the school, and this support was renewed in 1944 after another threat of closure. After 1945 major changes in all areas of the school life took place.

18. ROSIN, WILBERT. "A Survey Study of the Lutheran Schools of the Missouri Synod in Minnesota, 1857-1947." B.D., Concordia Seminary, St. Louis, Mo. 1947. 196 pp.

Purpose: To state briefly the principles underlying the parochial schools of The Lutheran Church--Missouri Synod; to sketch the development of the Lutheran elementary education system in the state of Minnesota; to show the results of the system of Christian education; and to indicate the trends within the system.

Description: The first Lutheran elementary schools in Minnesota were taught by the clergy. It was not until about 1875 that regular teachers began to relieve the pastors. The history of the development of the system included discussion of teacher training; women teachers; teachers' conferences; curriculum and instructional methods; extra-school activities of the teacher; equip-

ment, buildings, and finances. The system was compared with the public school system of Minnesota. Recent trends included increased number of schools, improvement in instruction and equipment, and increased coordination through the Office of District Counsellor of Parish Education.

19. SIMON, HENRY E. "Background and Beginnings of Organized Youth Work in the Missouri Synod." B.D., Concordia Seminary, St. Louis, Mo. 1944. 69 pp.

This thesis gave a general history of youth work in The Lutheran Church--Missouri Synod, from the time of C. F. W. Walther to 1943. It included a description of the meetings of the first youth organization, that of Trinity Church, St. Louis, 1848.

20. STACH, JOHN FREDERICK. "A History of the Lutheran Schools of the Missouri Synod in Michigan 1845-1940." Ph.D., University of Michigan, Ann Arbor, Mich. 1942. ix / 252 pp.

Purpose: When the German Lutherans settled in Michigan, those affiliated with the Missouri Synod developed a separate school system alongside the public school system. It was the purpose of this research to portray from the available sources the origins, growth, and development of this Lutheran elementary education system in Michigan.

Description: The early political, economic, and social conditions into which the German Lutheran immi-

grants came to found their settlements and establish their churches and schools formed the background for the development of the school system. The period from 1850 to 1865 was one of establishing practices which set the standards for the growth and expansion during the years following. The years 1865-1890 saw a process of crystallization of theory and practice, as well as of steady growth.

The years 1890-1910 saw the formulation of a more positive philosophy underlying the Lutheran schools, as the schools were threatened by adverse legislation and a developing materialism. World War I brought with it attacks on the bi-lingual schools, as attempts were made to outlaw use of the German language. From this developed the campaigns of 1920-1924 to abolish all private and parochial schools in Michigan. The legislation was defeated through vigorous campaign action by Lutherans, Roman Catholics, and others, but it served to add impetus to the Americanizing of the Lutheran school system.

The period 1924-1940 was one of rapid changes and modernization of practice. From 1930 to 1940 there was a steady decline in enrolment. Conspicuous trends and developments in the recent history (1940-1945) of the Lutheran elementary school system were briefly noted.

21. SUELFLOW, ROY ARTHUR. "The History of Concordia Seminary, St. Louis, 1839-1865." M.A., Washington University, St. Louis, Mo. 1946. v / 113 pp.

Purpose: To present the background and early history of Concordia Seminary, St. Louis, Missouri.

Description: Concordia Seminary was founded in Altenburg, Perry County, Missouri, in 1839. The aims were both general and theological education. After the Missouri Synod was founded in 1847, Concordia Seminary was ceded to the Synod, and the location was transferred to St. Louis. The period 1850-1860 was important in the development of the Seminary both from the standpoint of buildings and from the standpoint of professorships. The Civil War period, 1861-1865, brought with it political problems for the Seminary staff.

22. SUELFLOW, ROY ARTHUR. "The History of the Missouri Synod During the Second Twenty-Five Years of Its Existence 1872-1897." Th.D., Concordia Seminary, St. Louis, Mo. 1946. 578 pp.

This general history of The Lutheran Church--Missouri Synod included the following material relating to religious education:

Attempts to organize a union seminary of Synodical Conference synods failed in 1877 (Chap. I: "The Synodical Conference," pp. 50-67).

The Missouri Synod's elementary school system paralleling the public school system presented complex problems of church-state relations. The Wisconsin Bennett Law of 1889, and similar laws in other states,

caused difficulties in the Missouri Synod because of their requirements of English, among other things. The general result, however, was an improved elementary school system (Chap. IV: "Synod's Attitude toward Church and State. The Parochial School Problem," pp. 245-275).

The English Synod obtained Concordia College, Conover, North Carolina, in 1892, from the Tennessee Synod, and St. John's College, Winfield, Kansas, in 1893, as a gift of J. P. Baden (Part II, Chap. II: "English Work in the Missouri Synod," pp. 398-406).

In the years 1872-1897 the educational system of the Missouri Synod was unified to a considerable extent. The institutions affected during this period included St. Paul's College, Concordia, Missouri; Concordia College, St. Paul, Minnesota; Concordia College, Milwaukee, Wisconsin; the Academy at New Orleans, Louisiana; Concordia Collegiate Institute, Bronxville, New York; Concordia Teachers College, Seward, Nebraska; the Seminary at Addison, Illinois; Concordia Seminary, Springfield, Illinois; Concordia College, Ft. Wayne, Indiana; Concordia Seminary, St. Louis, Missouri. (Part II, Chap. III: "The History of the Educational Institutions," pp. 420-482.)

23. VAHL, WALTER A. "Nebraska History of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States." M.A., University of Nebraska, Lincoln, Nebr. 1945. xxx / 103 pp.

This thesis gave a general history of The Lutheran Church--Missouri Synod in Nebraska, from its pioneer founding in 1868 to 1945. Special chapters covered "Christian Education" and "Concordia Teachers College, Seward." Lutheran elementary schools met great financial difficulties, went through a crucial period of general public antagonism during World War I because of the German language in use in the schools, declined during the depression of the '30's, and did not recover their former position in number of children enrolled. Other agencies of Christian education were the Sunday schools and Saturday schools.

Concordia Teachers College, Seward, originally planned as a pretheological school, was opened in 1894, with twelve students and one professor. Enrolment increased steadily until 1927, when 291 students enrolled. Enrolment gradually declined to 141 students in 1943.

24. WEBER, E. P. "The Reformation in Its Relation to Elementary Education." B.D., Concordia Seminary, St. Louis, Mo. 1941. iv / 56 pp.

The purposes, difficulties, curriculum, etc., of elementary education were described briefly in chapters covering "Elementary Education before the Reformation" (monasteries, bishopric schools, schools for girls, city schools, and privately controlled schools); "Elementary Education during the Reformation" (Volksschulen, Latin

schools); "Educational Theory of the Reformation" (chiefly Luther's); "Elementary Schools of the Reformation;" "Curriculum of the Elementary Schools."

25. WUERFFEL, LEONHARD CARL. "The Lutheran Church--Missouri Synod in Iowa, 1848-1946." M.A., State University of Iowa, Iowa City, Iowa. 1948. vi / 196 pp.

This work covered the rise and growth of the Lutheran Church--Missouri Synod in the state of Iowa. Chapter IV, "The District and Its Schools," traced the beginnings of elementary schools in the District, the conflicts with adverse state legislation, the establishment and work of the School Superintendent, and the educational policy adopted by the District in 1931 with respect to the elementary education system.

Youth work student service work, and the Student Subsidy Fund for theological students were discussed briefly. Appendix F included statistical data on schools, pupils, and teachers for the years 1878-1946.

LUTHERAN ELEMENTARY EDUCATION

26. BUSS, WALTER A. "A Survey of Libraries in the Lutheran Schools of the State of Texas." B.S., Concordia Teachers College, Seward, Nebr. 1946. 40 pp.

The information contained in this report was obtained from questionnaires sent to forty principals of

Lutheran elementary schools in Texas. Housing, funds, size of library, number of volumes in each classification, circulation practices, etc., were tabulated. The data indicated that Lutheran teachers need more training in library practices so that they may teach their pupils effective use of library facilities.

27. DIERS, ALVIN CHRISTIAN. "The Philosophy Underlying Lutheran Parochial Schools in the United States." M.Ed., University of Texas, Austin, Tex. 1940. vii + 140 pp.

Purpose: To show that the Lutheran theory and practice of education has been directed by Lutheran theology and polity.

Description: The author maintained that, historically, the Lutheran elementary school in the United States is the Lutheran elementary school of the Reformation except for the changes made in maintenance and control. He emphasized that the Lutheran philosophy of education was intimately connected with Lutheran theology and showed the relationship with representative areas of theology. He based the justification for the parochial school on the need for full-time professional religious instruction, the Lutheran principle of separation of Church and state, and the principle that all studies should be permeated by religion. He discussed correlation of all subjects with religion; congregational

supervision of schools; and the place of the synodical districts in the elementary education system.

28. GROSS, HERBERT H. "The Development of the Lutheran Parochial-School System of the Missouri Synod." M.A., University of Chicago, Chicago, Ill. 1934. 88 pp. Published in Lutheran School Journal, LXXI, Nos. 1-6 (September, 1935 --February, 1936). St. Louis: Concordia Publishing House.

Purpose: To present the thought basic to Lutheran elementary education, and to review the practical application of this thought in American environment since 1847.

Description: The subjects investigated included the character of Missouri Synod elementary schools; the relationship of the state to public and parochial education, and problems involved; the distinctive characteristics of Lutheran educational thought; the curriculum of Lutheran elementary schools; a statistical survey of the Lutheran elementary school system; the nature and training of the teaching personnel, and classroom organization; and the various types of administrative groups and administrators, their powers, and their influence.

29. KRAMER, WILLIAM ALBERT. "Religious Memory Work in Lutheran Elementary Schools: A Study in Content and Organization." M.A., St. Louis University, St. Louis, Mo. 1944. iv / 106 pp.

The author and others prepared a course of memory work in religion for Lutheran elementary schools for the purpose of improving the content and organization of memory work. This thesis described the underlying philosophy for their course and included samplings from the course. Chief sources for the course were the Bible, Luther's Small Catechism, and The Lutheran Hymnal.

30. KUEHNERT, THEODORE. "The Lutheran One-Teacher School." M.S., Northwestern University, Evanston, Ill. 1935. 82 pp. Published in Lutheran School Journal, LXXI, Nos. 7-10, and LXXII, Nos. 1-4 (March, 1936--December, 1936). St. Louis: Concordia Publishing House.

Purpose: To survey the one-teacher school situation in the Lutheran Church--Missouri Synod with a view to discovering vital problems peculiar to this type of school and suggesting possible solutions.

Description: The Lutheran one-teacher schools of Illinois were selected as a fair sampling of the schools of that type in this country. Objectives of Lutheran education were discussed. A section was devoted to the statistics of the one-teacher school situation in Illinois. The following points were discussed critically: teaching personnel (status, salaries, etc.); buildings and equipment; curriculum; extent to which objectives of Lutheran elementary education were attained. General

suggestions for improvement of the system were offered.

31. KUOLT, MILTON GERMANN. "Factors Influencing the Enrolment of Lutheran Christian Day-Schools (Missouri Synod) in the United States." D.Ed., Washington University, St. Louis, Mo. 1942. vii / 103 pp.

Purpose: To locate the factors which have caused an increase or decrease in the enrolment of Lutheran elementary schools.

Method: Questionnaires were sent to officials of The Lutheran Church--Missouri Synod, to a random sampling of pastors and teachers, and to a number of pastors whose schools were considered to be successful as far as enrolment was concerned.

Results: Only 25 percent of Lutheran children were enrolled in Lutheran schools, and enrolment in Lutheran schools over a number of years decreased relative to other educational agencies. Factors measurably affecting enrolment figures were attitude of parents or congregation; financial implications; public school competition; pastor's attitude; teacher's attitude; scattered homes; pastor-teacher friction; poor reputation; language problem; others. These factors were rated, according to categories of respondents, in order of importance as indicated in the results of the compiled responses.

32. MERKENS, ALBERT G. "The Policies of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States with Regard to Elementary Education by Means of Christian Day Schools." M.A., University of Pittsburgh, Pittsburgh, Pa. 1934. 57 pp. Published in Lutheran School Journal, LXX, Nos. 8-10 (April, 1935--June, 1935). St. Louis: Concordia Publishing House.

Purpose: To make available pertinent resolutions of the Missouri Synod, in translated and analyzed form, to point out the basic principles underlying and modifying the Synod's policies, and to describe the manner of execution of those policies.

Description: A section was devoted to describing the Christian day school, its relation to the congregation, and the congregation's relation to the Synod. Material was adduced to show the constant encouragement the Synod has given for the establishment and maintenance of Christian day schools. The method of supervision of the schools was described. The policies regarding textbooks were stated, and the regulations regarding teacher training and teacher supply were reviewed.

33. SCHROETER, WALTER H. "An Analytical Study of a Lutheran School." M.A., St. Louis University, St. Louis, Mo. 1938. 109 pp.

Purpose: To analyze the philosophical backgrounds and educational status of a Lutheran elementary school.

Description: The first part of the study was devoted to a general discussion of Lutheran schools under the following topics: The Lutheran Way in Education; The Teaching Personnel of Lutheran Schools; and Supervision in Lutheran Schools. Comparative data on these topics were presented to point out the unique character of the Lutheran school as well as some of its problems of administration.

The second part described the educational results and opportunities of a particular Lutheran two-teacher school. Various standard tests were given to the pupils of this school to obtain the data. On the basis of these data, specific suggestions for improving the effectiveness of instruction in a two-teacher, eight-grade school were given.

34. VON FANGE, THEO. R. "Supervision in the Lutheran Elementary Schools of the Missouri Synod." M.A., University of Nebraska, Lincoln, Nebr. 1948. 72 pp.

Purpose: To determine the progress that has been made in the parishes of The Lutheran Church--Missouri Synod as far as supervision of their elementary schools is concerned.

Description: The manner in which the supervisory functions were performed from about 1850 to 1946 were reviewed from writings of that period. Tendencies concerning supervisory responsibilities were surveyed by

means of questionnaires sent to a random sampling of teachers and those responsible for supervision in the Lutheran school system. Frequency and methods of visitation by pastors and by others who have supervisory responsibilities for the schools were tabulated. On the basis of the information received, specific suggestions for improved supervision were given. The author found that much confusion exists as to the aims and purposes of supervisory functions among those who are responsible for supervision.

LUTHERAN SECONDARY EDUCATION

35. SCHWEDER, KARL JOHN. "A Program of Integration Strategies for the Christian Principles in the Lutheran Secondary School." M.A., University of Chicago, Chicago, Ill. 1948. 130 pp.

Purpose: To study basic philosophies of education and their methods and to provide a summary of all techniques which are in agreement with the Lutheran Christian philosophy of education and which propose a fuller integration for the Lutheran principles.

Description: The first section described the philosophy of education of John Dewey and its practical implications in teaching, curriculum, etc. The second section described a philosophy of Roman Catholic education, with its implications for teaching, curriculum, etc. Useful elements from each of these systems for

use in Lutheran Secondary education were given. Basic objectives for Lutheran education were stated, and suggestions for attaining these objectives in secondary education were proposed. Attitudes and practices of teachers in Lutheran secondary schools toward religion in education were described on the basis of a questionnaire sent to faculties of Lutheran secondary schools. The final section dealt with proposed strategies for the fuller integration of the Lutheran principles in the teaching techniques and the general program of Lutheran secondary schools in the areas of curriculum, teaching methods, student life, school administration, and methods of evaluation.

PART-TIME AGENCIES

36. JAHSMANN, ALLAN HART. "A Manual for Summer Bible Schools--An Experiment in Christian Education." B.D., Concordia Seminary, St. Louis, Mo. 1944.

A complete, integrated program for a twenty-day, morning session, Vacation Bible School, including suggestions and instructions for teachers, and providing a completely outlined program for each day, with prayers, suggested remarks, questions, stories, games, and hand-work designs. Theme: "Living as God's Children."

37. KOEHLER, ROBERT T. "A Survey of the Confirmation Instruction of the Children within a Pastoral Conference." B.D., Concordia Seminary, St. Louis, Mo. 1948. iii / 74 pp.

Purpose: To make a survey of the methods and content of instruction which the children of a particular pastoral conference received in preparation for their confirmation.

Method: A six-page questionnaire was constructed and distributed to the twenty-four pastors of a representative area of the Lutheran Church in Minnesota. The questionnaire covered the following points: Aims, home cooperation, attendance, requirements, time, instruction, place, curriculum, general methods, preparation.

Results: Aims of instruction indicated by the pastors generally were chiefly intellectual, not functional, and were aimed at the future, not the present, good of the child. Instruction for confirmation was uniformly held at two years for children without parochial school training. Prerequisites for entering confirmation classes, such as previous Sunday school or Saturday school training, varied considerably. Practically all classes were taught by the pastor of the respective congregation. In most cases the text used was the Synodical Catechism. Most of the instructors used the lecture method almost exclusively, and

put excessive emphasis on memory work.

The author discussed these and other findings and offered suggestions for improvement in confirmation instruction.

38. MUELLER, ARNOLD CARL. "The Life-Emphasis in Graded Sunday School Lessons." M.A., St. Louis University, St. Louis, Mo. 1944. iv / 102 pp.

Purpose: To determine whether the life-centered emphasis was achieved in certain graded courses used in Protestant Sunday schools.

Description: Research was restricted to the Junior level (age range: nine to eleven). Four courses were chosen because they appeared to be typical and to represent the field. The All Bible Graded Lessons was a chronological course published by a fundamentalist group in the Reformed Church. The Bethany Graded Lessons was an experience-centered course, published by a progressive group in the Reformed Church. The Christian Life Course was a unit course, published by the United Lutheran Church. The Graded Lessons Quarterly was a chronological course, published by the American Lutheran Church.

Each of the courses was evaluated on the basis of criteria derived from authoritative treatises on the teaching of religion. These criteria involved (1) the

adaptation of materials to child nature at the Junior level; (2) the success with which the child would be led to carry instruction over into life; (3) the inclusion of direct instruction as a factor of equal importance with expression and activities; (4) realization of the social aims of the Christian religion; (5) soundness as pertains to doctrinal content and motivation of conduct.

Detailed evaluations of each of the four courses were given, and suggestions for improvement of each were offered. The antithesis and relations between subject matter (formal instruction) and experience (life) were discussed.

39. SCHEER, ECKHARDT W. "Weekday Religious Instruction in the Public Schools of Omaha, Nebraska." M.A., Municipal University of Omaha, Omaha, Nebr. 1945. iv / 91 pp.

Purpose: To determine why the released-time religious education program of the Omaha public schools was discontinued after one year of operation (1940).

Findings: The Omaha public school system adopted the "Interdenominational Community Type of Weekday Schools," which had its organization, control, and maintenance of religious instruction delegated by the cooperating denominations to a community board. The course of study was the same for all schools. Religious matters on which the cooperating denominations differ

are left out of the instruction given in such schools.

The surface reasons for abandonment of the plan after one year of trial were lack of financial support and a disinterested public. Behind this, however, lay deeper failures: lack of a firm foundation, too rapid development of the program; objectives of the courses set beyond the capabilities of the pupils; parents and churches apathetic toward religious training; large bodies such as The Lutheran Church--Missouri Synod, the Roman Catholic Church, and the Jewish bodies unable to participate in the program; etc. It appeared that the program most likely to succeed in Omaha was the system in which all children would be released to their own churches.

RELIGION IN PUBLIC EDUCATION

40. SIMON, MARTIN P. "Religion in American Education." Unpublished manuscript. 1946. 192 pp. Available from the author, Box 31, Highland, Ill.

The author examined the problem posed in the title, seeking to make it possible for a maximum number of American children to receive an adequate religious education. He sought his solution largely within the framework of the public school system. His thesis was that the gradual elimination of religion from public education is not a solution but rather an evasion of the problem, which he stated thus: "How may our public

school system provide adequate Christian education for those who desire it, without violating the rights of those who do not desire it, or who desire it different in content and form?"

The problem was viewed and analyzed from the following viewpoints: (1) historical considerations, showing how religion was gradually eliminated from the schools; (2) brief analysis of two famous controversies, analyzing the processes by which the teaching of religion was abandoned in New York and Massachusetts, the steps being from denominationalism to non-denominationalism to secularism; (3) conflicts in the current situation, pointing to problems of the regular public school situation in matters of released-time instruction, parochial schools, law, academic freedom; (4) Bible teaching plans supplementary to the curriculum of the public schools, portraying ways in which instruction in religion has been provided; (5) positive suggestions toward a solution of the problem.

SCHOOL ADMINISTRATION

41. DUMLER, RUBEN J. "Business Management of the Small Denominational College." M.S., Fort Hays Kansas State College, Fort Hays, Kans. 1947. v / 45 pp.

Purpose: To study the training and methods of business managers of small (less than two thousand enrollment) denominational colleges.

Method: Questionnaires were sent to business managers of ninety-four church-related colleges throughout the United States.

Findings: The average business manager of such a college was forty-eight years old, and his yearly salary was \$3500. His education was somewhat beyond a four-year college training, and he had had other business experience. His duties included purchasing, supervision of janitor work, collection of tuition and fees, disbursements, and accounting. Generally the double entry bookkeeping system was in use; mechanical aids such as accounting machines were seldom used.

TEACHER TRAINING

42. MAURER, ALBERT VALENTINE. "A Study of Professional Difficulties of Lutheran Beginning Teachers with Implications for the College Training Program, the Supervisors, and the Teachers." Ph.D., Northwestern University, Evanston, Ill. 1944. 125 pp., and appendixes of sample forms and questionnaires.

Purpose: To discover and analyze the professional activities and situations in relation to which Lutheran beginning teachers experienced difficulties.

Description: Subjects of the study were seventy-five beginning teachers who were 1942 graduates of Concordia Teachers College, River Forest, Illinois, and Concordia Teachers College, Seward, Nebraska. Both

their own reactions and those of their supervisors were noted. The specific difficulties indicated by teachers and supervisors were dealt with in detail under these heads: difficulties evident from the time of graduation until the end of the first week on the job; difficulties evident in the process of teaching children; difficulties evident in the field of music; difficulties evident in church work with youth, in Sunday school, and in general church work; problems of staff and community relations.

On the basis of the difficulties specified by teachers and supervisors, and in consideration of suggestions made by the teachers, detailed recommendations were made to the teacher-training colleges, to the supervisors, and to the teachers. Problems for further study were suggested. Appendixes included samples of the questionnaires used to obtain the data.

43. SCHMIEDING, ALFRED. "Supply and Demand in Teacher-Training in the Missouri Synod." M.A. University of Chicago, Chicago, Ill. 1933. 89 pp. Published in Lutheran School Journal, LXX, Nos. 3-9 (November, 1934--May, 1935). St. Louis: Concordia Publishing House.

Purpose: This study attempted to correlate information on supply and demand in teacher-training in the Lutheran Church--Missouri Synod, and to suggest improvements and readjustments in order to secure

efficiency and economy in the synodical educational program.

Description: Chief points discussed were the history of the elementary school system of the Missouri Synod; a quantitative analysis of supply and demand in teacher-training; types of teaching positions and duties of the Lutheran teacher; the adequacy of the training curriculum; and selection of teacher candidates. Weaknesses were pointed out and improvements were suggested.

TESTS AND MEASUREMENTS

44. BEYERS, OTTO J. "A Comparative Study of Moral Conduct and Judgment of Parochial and Public School Pupils." M.A., Washington University, St. Louis, Mo. 1934. 56 pp.

Purpose: To evaluate the respective claims of parochial and public schools concerning moral education.

Method: Moral qualities of honesty, truthfulness, and moral judgment of parochial school pupils were compared with those of public school pupils. Pupils of three Lutheran parochial schools and three public schools of St. Louis were studied on the basis of Raubenheimer's Overstatement Test, a test of deceit incorporated in the Raubenheimer Test, and a test of

moral judgment. The tests were reproduced in the paper, along with the statistical data which resulted.

Results: The data indicated that the subjects of the religious school were superior to those of the public school in moral judgment; with respect to the trait of honesty, there was no difference between the types of schools; with respect to the trait of truthfulness, the pupils of the religious schools were superior to those of the public schools.

45. BRAUER, MARTIN W. "An Investigation of the Effectiveness of Preaching for the Purpose of Teaching Christian Doctrine." S.T.M., Concordia Seminary, St. Louis, Mo. 1947. 112 pp.

For effective preaching of Christian doctrine, good teaching principles must be known and observed. Some of these principles were reviewed, and the special difficulties of the preaching situation were given. On the basis of a pilot test, a questionnaire was constructed to measure the effectiveness of a sermon preached before a "normal" audience. The questionnaire investigated both factual retention and emotional reaction of the listeners. The test data, while inconclusive in many respects, emphasized some of the many problems involved in effective preaching of Christian doctrine and the possibility of expanding a testing system for assisting preachers to evaluate their work.

46. BREIMEIER, KENNETH HENRY. "The Prediction of Academic Success in a Theological Seminary." M.A., Washington University, St. Louis, Mo. 1948. 25 pp.

Purpose: To determine the relationships between vocational interest, intelligence, and personality and academic achievement among a group of theological students; and the extent to which certain indexes of vocational interest, intelligence, and personality are predictive of academic success.

Method: The subjects used in the experiment were a group of one hundred seven first-year students at Concordia Seminary, St. Louis, Missouri. Tests given to these subjects included the American Council on Education Psychological Examination, the Bell Personality Inventory, the Bernreuter Personality Inventory, the Strong Interest Blank, and the Kuder Preference Record.

Conclusions: The American Council on Education Psychological Examination yielded the highest and most consistent correlations with grades. The Bell Personality Inventory and the Bernreuter Personality Inventory produced correlations showing little or no association with academic success. The Strong Interest Blank showed little relationship between vocational interest and academic success. The Kuder Preference Record likewise was not valuable for predicting academic success.

47. KRAEFT, WALTER O. "Biblical Information, Moral Judgment, and Doctrinal Comprehension in Lutheran Schools (Missouri Synod)." M.S., Northwestern University, Evanston, Ill. 1935. 119 pp., and appendixes of test samples.

Purpose: To compare the effectiveness of parochial and part-time schools of religious instruction as agencies for preparing pupils for confirmation in the Lutheran Church.

Method: Tests were constructed to measure Biblical knowledge, moral judgment, and doctrinal comprehension. These tests were administered to children in seventy-three congregations scattered throughout the United States.

Results: Pupils of the parochial schools were far superior to pupils of the Sunday school in Biblical and doctrinal knowledge, but not in moral judgment.

48. SCHMIDT, WARREN HARRY. "Development of a Religious Attitude Questionnaire." M.A., Washington University, St. Louis, Mo. 1947. 33 pp.

Purpose: To develop an instrument to measure traditionalism and progressivism in religious attitudes.

Description: "Traditionalism", for this study, was defined as "the tendency to favor those purposes and methods of religious institutions which have been in use for many ages, and to regard with distrust any attempt to change these to conform with modern thought."

"Progressivism" was defined as "the tendency to favor the introduction of new purposes and methods in religious activities, and to examine critically those ideas which have dominated religious thinking since ancient times."

Description: Thirty-five statements were compiled. The subject was given five choices on each statement, to indicate his agreement or disagreement. The validity of the test in measuring attitudes was verified by a selected testing program with groups of students of Washington University and of Concordia Seminary, St. Louis. The data from these tests indicated this Religious Attitude Questionnaire to be a valid instrument for measuring traditionalism-progressivism.

THEOLOGICAL EDUCATION

49. BICKEL, LAWRENCE GEORGE. "A Proposed Curriculum for the Pretheological Schools of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States." Ph.D., University of Nebraska, Lincoln, Nebr. 1937. 147 pp. Published in Lutheran School Journal, LXXIII, Nos. 1-9 (September, 1937 --May, 1938). St. Louis: Concordia Publishing House.

Purpose: To evaluate the curriculum recommendations of the Committee on Higher Education (commissioned by the Delegate Synod of 1932) for pretheological preparation of students destined for the ministry in the Missouri Synod.

Description: The study was based chiefly on responses to a questionnaire prepared on the basis of the curricular recommendations of the Committee on Higher Education. It covered the objectives of the over-all training course; the specific areas of Religion, English, German, Latin, Greek, Exact and Natural Sciences, Social Sciences, and the Humanities; and the plan of organization of the colleges. The questionnaire was distributed to individuals representing various groups: professors, pastors, teachers, students, and laymen. On the basis of the responses, specific recommendations regarding the curriculum report of the Board for Higher Education were made.

THEORY AND PRACTICE

50. BOETTCHER, HENRY J. "Activities in Religious Education: An Experimental Study to Determine the Relative Effectiveness of Two Types of Teaching-Learning Processes in Religious Education." Ph.D., University of Minnesota, Minneapolis, Minn. 1949. 164 pp.

Purpose: To compare "activity" and "non-activity" methods of teaching to determine the relative effectiveness of each in religious education.

Method: The two teaching-learning processes in this experiment differed on the basis of the kind, number, and variety of pupil activities which were provided in

the two groups. During the first fifty minutes of the daily one-hour period of religious instruction, the two groups of pupils, experimental and control, were exposed to the same instructional methods and materials. During the last ten minutes of the daily lesson period, and during a thirty-minute period of daily homework, the control groups were asked to memorize assigned materials in the textbook, while the experimental groups were asked to carry out the various learning activities which are provided in the workbook, Learning and Living.

In the textbook, the contents of the unit were presented in the traditional catechetical method of questions and answers. In the workbook, the contents were presented in connection with different kinds of learning activities. Under the "memoriter" method, the answers were provided in the textbook, the answers always following immediately the questions. In the workbook, most of the answers had to be discovered. Considerable attention was paid to development of valid test material and selection of experimental groups.

Conclusions: There was a significant difference in the effectiveness of the two methods of instruction in the field of religious education. This difference was found to be in favor of the workbook activity method and showed up in progress in knowledge, desirable attitudes, and desirable performance. Furthermore, there

were indications that the intellectually more mature pupils profited more from the use of the workbook materials than the less mature.

Recommendations: The results of this experimental study indicated that religious education could be made more efficient by adjusting the teaching-learning processes to the activity concepts. It followed from the findings in the study that seminaries and normal schools engaged in the training of teachers of religion should orient their training program to the activity concept.

51. BRAEUNIG, LOTHAR. "Friedrich Wilhelm Foerster's Theory of Direct Moral Instruction." M.A., St. Louis University, St. Louis, Mo. 1941. 67 pp.

Purpose: To present Foerster's theory of direct moral instruction as a possible solution to the problem of the possibility and nature of formal moral instruction in the school apart from the religious education provided by the Church.

Description: The term "direct moral instruction" is practically equivalent to formal instruction in morals as a separate subject. Foerster held that character training must be the central concern of the school, and this was the basis for the program of moral instruction which he developed in his Jugendlehre. For Foerster, Christianity was the only adequate basis for a sound theory and practice of character education. He was not

unaware of the advantages of indirect moral instruction, but held it to be insufficient and inadequate. Direct moral instruction, in his view, should be the place where the motive power for all other subjects of study is generated.

His principles of method in direct moral instruction were inductive and concrete: (1) Moral instruction must give an explicit exposition of the particular ethical demand in its concrete bearings on life. (2) Moral instruction must uncover and stimulate as many motives as possible in the soul of the pupil for the conduct under discussion by making the indicated conduct appear desirable, as an essential element of personal power and courage and independence. (3) Moral instruction must point out practical means of self-education for achieving the ideal which has been made understandable and desirable to the pupil. A number of specific applications of these principles were made.

Though it confined itself to the development of purely ethical and social motives for conduct, Foerster's treatment of method should be highly beneficial to religious education. Foerster, combining the interest and insight of the philosopher with that of the practical educator, thus proposed that both the church and the public school adopt a program of direct moral instruction.

52. NAUSS, ALLEN HENRY. "A Survey of Theories Proposed for the Basis of the Transfer of Training and Their Application in Lutheran Religious Education." B.D., Concordia Seminary, St. Louis, Mo. 1948. 146 pp.

Purpose: To survey several of the important theories which have been offered as solutions to the problem of the transfer of training, and to determine to what extent these theories are in use in the religious education system of the Lutheran Church--Missouri Synod.

Description: "Transfer of training" was defined as the process by means of which an individual carries over something he has consciously or unconsciously learned in one or a number of situations to its use in another situation. Three theories were described in detail.

The "Theory of Formal Discipline," the basis of which is the faculty psychology, postulates an automatic and universal transfer through the use of innate faculties of the mind which are developed by exercise. In Missouri Synod educational literature this theory was commonly accepted for many years after it was generally rejected by other educators.

The "Theory of Identical Elements," the basis of which is the connectionist psychology, holds that transfer of training occurs only when specific, identical elements, which involve the use of the specific

functions, appear in two situations. This theory is generally rejected as untenable. In Missouri Synod literature, only one reference to it was found. However, in practice, Lutheran education has appeared to reflect the tendency of this theory to place an over-emphasis on learning and memorizing facts.

The "Theory of Generalization" holds that transfer is the effect of a thought process known as generalization, by which the individual is able to identify elements common to two or more situations which at first sight may not appear to be alike. The implications of this more acceptable theory were discussed in some detail by the author, and the references to this theory in educational literature of the Missouri Synod were discussed. Experience and pupil activity were being encouraged in religious education, making teaching more meaningful.

53. STREGE, PAUL H. "Methods of Bible Reading and Study and Their Critical Evaluation." B.D., Concordia Seminary, St. Louis, Mo. 1948. v / 83 pp.

This study described various approaches to devotional and critical reading of the Bible, including the Book, Chapter, Verse, Word, Biographical, Doctrinal, Topical, and Unit of Thought methods. Other chapters discussed "Using the Bible for a Present Situation," "The Bible Student and the Family Altar," and "Methods Adaptable to Children."

54. THAEMERT, LEONARD C. "Qualifications of a Christian Minister and Teacher and Teaching Procedures as Exemplified in the Life and Teaching of Jesus." B.D., Concordia Seminary, St. Louis, Mo. 1940. 121 pp.

By adducing Scriptural evidence, the author (1) described Jesus' qualifications as a teacher (His use of Scripture; prayer; humility; love); (2) showed Jesus in the act of teaching (Nicodemus; His disciples; etc.); and (3) gave an analysis of Jesus' teaching method (securing attention; points of contact; aim; use of problems; questions; contrast; motivation; concreteness; etc.).

VISUAL AIDS

55. KIEHL, PAUL GEORGE. "Scenario Bible Stories Photographed in Color." B.D., Concordia Seminary, St. Louis, Mo. 1945. vi / 88 pp.

The author presented a representative scenario, to demonstrate what is required in the form of a scenario to produce still Bible pictures for use in the Church's program of religious education.

YOUTH

56. MEIER, ROBERT E. "Religion and the Adolescent Personality." B.D., Concordia Seminary, St. Louis, Mo. 1947. 57 pp.

The major portions of this study described the developing personality and problems of the adolescent. Chapter V, pp. 38-45, emphasized the importance of the method of teaching for making Biblical knowledge effective in the adolescent life. Chapter VI stressed religion as orientation and dynamic in living.

57. SURBURG, RAYMOND F. "Teaching Youth the General Epistles." M.Rel.Ed., The Biblical Seminary in New York, New York, N. Y. 1946. iv / 149 pp.

Purpose: To emphasize the need for a vital religious education program and to determine the teaching values of the General Epistles (James; I and II Peter; I, II, and III John; Jude) for youth between the ages of eighteen and twenty-four, in the light of modern educational and adolescent psychology.

Description: The special problems of adolescence were described and discussed, and the need of the Bible for solving these problems was stressed. The General Epistles were analyzed for their use in the educational program of the Church, in meeting the problems of youth. The authors of the General Epistles used effective teaching techniques generally recognized by psychology and pedagogy today. In presenting the General Epistles to youth, the Book, Chapter, and Word Study methods may be utilized. Sample lesson plans were given.

58. WUDY, ROBERT OTTO. "Present Requisites for an Adequate Program of Church Work among the Youth, with Special Emphasis upon the Returning Service Personnel." B.D., Concordia Seminary, St. Louis, Mo. 1945. 83 pp.

The pastor is to be the spiritual head of the Church's youth program, the guide to a greater religious life. The congregation alone among the organizations holds the key to true happiness. It alone can keep in constant touch with the youth and give the needed encouragement. A planned program is vital, as is giving youth the opportunity to work and plan on joint committees.

Trends in dealing with returning service personnel were described.

INDEX

(Note: References are to the key number assigned each research study.)

Addison, Illinois, Seminary: 22

Administration

 Business Management of Small College: 41

 Lutheran Elementary Education: See Lutheran Elementary
 Education

Adolescence: See Youth

Adult Education: 1

Beck, W. F.: 1

Berner, Carl Walter: 5

Beyers, Otto J.: 44

Bible

 Study Methods: 1, 53, 57

Bickel, Lawrence George: 49

Blasig, John E.: 6

Blind: See Education of Blind and Deaf

Boettcher, Henry J.: 50

Braeunig, Lothar: 51

Brauer, Martin W.: 45

Breimeier, Kenneth Henry: 46

Bronxville, New York, Concordia Collegiate Institute: 22

Busch, G. F.: 7

- Business Management: See Administration
- Buss, Walter A.: 26
- Caemmerer, Richard Rudolph: 8
- Christian Day Schools: See Lutheran Elementary Education
- Concordia, Missouri, St. Paul's College: 22
- Concordia Academy, Portland, Oregon: 17
- Concordia College, Conover, North Carolina: 22
- Concordia College, Ft. Wayne, Indiana: 10, 22
- Concordia College, Milwaukee, Wisconsin: 22
- Concordia College, St. Paul, Minnesota: 22
- Concordia Collegiate Institute, Bronxville, New York: 22
- Concordia Seminary, Ft. Wayne, Indiana: 10, 22
- Concordia Seminary, St. Louis, Missouri: 21, 22
- Concordia Seminary, Springfield, Illinois: 10, 22
- Concordia Teachers College, River Forest, Illinois: 16
- Concordia Teachers College, Seward, Nebraska: 16, 22, 23
- Confirmation: See Adult Education, and Part-time Agencies
- Conover, North Carolina, Concordia College: 22
- Curriculum
- Higher Education in India: 4
- Lutheran Elementary Education: See Lutheran Elementary
 Education
- Reading, Religious material in: 2
- Deaf: See Education of Blind and Deaf
- Diers, Alvin Christian: 27
- Dittmar, Herman A.: 9
- Dukewits, Walter C.: 4

- Dawler, Ruben J.: 41
- Education of Blind and Deaf: 3
- Elementary Education: See Lutheran Elementary Education
- Foerster, Friedrich Wilhelm, Theory of Direct Moral
Instruction: 51
- Ft. Wayne, Indiana, Concordia Seminary and College: 10, 22
- Frank, Victor C.: 10
- Freitag, Alfred John: 11
- Gross, Herbert H.: 28
- Higher Education
- Business Management of Small College: 41
 - India, Proposed College: 4
 - Theological Education: See Theological Education
- History of Education
- Catechumenate instruction: 7
 - Early Church: 5
 - German Princes of Sixteenth Century: 8
 - India, Higher Education in: 4
 - Jesus as Teacher: 54
 - Jewish Training of Paul, the Apostle: 14
 - Lutheran Church--Missouri Synod: 6, 9, 10, 11, 15, 17,
18, 19, 20, 21, 22, 23, 24, 25, 28, 31, 34, 43
 - Reformation Period: 8, 24
 - Scholasticism: 12
- Homiletics: 45
- Huber, Walter Herman: 12

Illinois, Lutheran Elementary Education: 16, 30

Jahsmann, Allan Hart: 36

Kiehl, Paul George: 55

Knopp, Herbert William: 13

Koehler, Robert T.: 37

Kraeft, Walter O.: 47

Kramer, William Albert: 29

Krueger, Arlo Alvin: 14

Kuehnert, Theodore: 30

Kuolt, Milton Germann: 31

Loeche, William; Ft. Wayne Seminary: 10

Lutheran Elementary Education

Administration: 18, 28, 33

Buildings and Equipment: 18, 30

Confirmation Instruction: 37

See also Part-time Agencies

Curriculum: 2, 13, 16, 18, 27, 28, 29, 30

Effectiveness tested: 44, 47

Enrolment Factors: 31

History: See History of Education

Illinois School System: 16, 30

Iowa School System: 25

Libraries and Reading: 26

Memory Work in Religion: 29

Michigan School System: 20

Minnesota School System: 18

Lutheran Elementary Education (continued)

- One-teacher Schools: 30
- Placement of Teachers: 32, 43
- Supervision: 9, 16, 27, 28, 32, 33, 34, 42
- Teacher Training: See Teacher Training
- Textbooks: 32
- Theory and Practice: 9, 13, 15, 20, 25, 27, 28, 30, 32, 33, 35
- Malte, Eric Carl: 15
- Maurer, Albert Valentine: 42
- Measurements: See Tests and Measurements
- Meier, Robert E.: 56
- Merkens, Albert G.: 16, 32
- Methods of Instruction: See Theory and Practice
- Michigan, Lutheran Elementary Education: 11, 20
- Milwaukee, Wisconsin, Concordia College: 22
- Ministerial Education: See Theological Education
- Minnesota, Lutheran Elementary Education: 18
- Mueller, Arnold Carl: 38
- Nauss, Allen Henry: 17, 52
- Nebraska, Lutheran Elementary Education: 6, 23
- New Orleans, Louisiana, Academy: 22
- Objectives of Education: See Theory and Practice
- Parochial Schools: See Lutheran Elementary Education

Part-time Agencies

Confirmation Instruction: 37, 47

Effectiveness of Part-time Agencies Compared with
Lutheran Elementary Education: 47

Released Time: 39, 40

Sunday School: 38

Vacation Bible School: 36

Philosophy of Education: See Theory and Practice; see also
under Lutheran Elementary Education

Portland, Oregon, Concordia Academy: 17

Preaching: See Homiletics

Pretheological Education: See Theological Education

Public Education and Religion: See Religion in Public
Education

Released Time: See Part-time Agencies

Religion in Public Education: 39, 40, 44

Moral Instruction: 51

Readers: 2

River Forest, Illinois, Concordia Teachers College: 16

Rosin, Wilbert: 18

St. John's College, Winfield, Kansas: 22

St. Louis, Missouri, Concordia Seminary: 21, 22

St. Paul, Minnesota, Concordia College: 22

St. Paul's College, Concordia Missouri: 22

Scheer, Eckhardt W.: 39

Schmidt, Warren Harry: 48

Schmieding, Alfred: 43

School Buildings and Equipment

College in South India: 4

Libraries: 26

Schroeder, O. C.: 3

Schroeter, Walter H.: 33

Schweder, Karl John: 35

Secondary Education: See Lutheran Secondary Education

Seward, Nebraska, Concordia Teachers College: 16, 22, 23

Simon, Henry E.: 19

Simon, Martin P.: 40

Springfield, Illinois, Concordia Seminary: 10, 22

Stach, John Frederick: 20

Strege, Paul H.: 53

Suelflow, Roy Arthur: 21, 22

Sunday Schools: See Part-time Agencies

Supervision

Lutheran Elementary Education: See under Lutheran

Elementary Education

Surburg, Raymond F.: 57

Teacher Training

Activity Concept: 50

Lutheran Elementary Education: 13, 16, 18, 22, 23, 26,

28, 32, 33, 42, 43

Teaching Methods: See Theory and Practice

Tests and Measurements

- Activity and Non-activity Methods compared: 50
Attitudes in Religion: 48
Bell Personality Inventory: 46
Bernreuter Personality Inventory: 46
Deceit Test: 44
Kuder Preference Record: 46
Lutheran Elementary Education, effectiveness: 44, 47
Moral Judgment Test: 44, 47
Preaching: 45
Progressivism-traditionalism Test: 48
Psychological Examination of American Council on
Education: 46
Raubenheimer's Overstatement Test: 44
Strong Interest Blank: 46
Theological Education, Predication of Academic Success: 46

Thaewert, Leonard C.: 54

Theological Education

- Curriculum for Pretheological Education in Missouri
Synod: 49
History: 10, 17, 21, 22
Tests for Prediction of Academic Success: 46

Theory and Practice

- Bible Reading: 53
Confirmation Instruction: 37
Formal Discipline Theory: 52
Generalization Theory: 52

Theory and Practice (continued)

Higher Education, India: 4

Identical Elements Theory: 52

Jesus as Teacher: 54

Lutheran Elementary Education: See under Lutheran
Elementary Education

Lutheran Secondary Education: See under Lutheran
Secondary Education

Method of Instruction: 50, 51

Sunday School Curriculum: 38

Transfer of Training: 52

Vacation Bible Schools: See Part-time Agencies

Vahl, Walter A.: 23

Visual Aids: 55

Von Fange, Theo. R.: 34

Weber, E. P. 24

Winfield, Kansas, St. John's College: 22

Wudy, Robert Otto: 58

Wuerffel, Leonhard Carl: 25

Youth

Bible Study Program: 57

History of Work among: 19, 25

Program Requisites: 58

Psychology of Adolescence: 56

Zwintscher, H. G.: 2

PRITZLAFF MEMORIAL LIBRARY
CONCORDIA SEMINARY
ST. LOUIS, MO.