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THE CURRICULA OF RELIGION
IN REPRESENTATIVE DENOMINATIONAL COLLEGES
IN THE UNITED STATES

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by

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(A.B. Centre College, 1929)

A Thesis

Submitted in partial fulfillment of the
requirements for the degree of Master of
Religious Education in The Biblical Semi-
nary in New York.

New York

1932

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INTRODUCTION

INTRODUCTION

A. Statement of Problem.

B. Method of Procedure.

INTRODUCTION

A. Statement of Problem.

The present study is an attempt to present the curricula in the field of Bible, Religion, and Religious Education as they exist today in the undergraduate Christian colleges and universities of America. The field of religion in denominational colleges is vast. The scope of the present study is therefore limited to certain fundamentals pertaining to this specific problem. In thus delimiting the field of research only those factors are to be included that bear directly upon this problem. The source material is confined to the catalogs of sixty-eight denominational colleges representing eight major denominations.

Studies in this general field have been made in the past, but they do not concentrate upon the scope of the investigation at hand.¹ This investigation seeks to present the findings based upon the latest available data. The recent changes and present conditions in this general field are unknown. The studies referred to were made at least a half decade ago, and are now inaccurate due to constant changes in college organization and curricula. Even a cursory study reveals that

1. Bachman, W.E., *The Relation of Philosophy and Religious Education in Endowed Christian Colleges of Liberal Arts*, Boston University Library, 1923.
Boyer, E.S., *Religion in the American College*, New York, The Abingdon Press, 1930.

there is confusion concerning what courses should be taught, what name to give the departments, and what prominence to give to the field of religion and religious education.

It is the purpose of this study, therefore, to reveal these data as they are found in the current catalogs of sixty-eight colleges representing eight major denominations, for the years 1930-31 and 1931-32,² and recommend suggestions based on criteria that emerge from the data of the survey.

B. Method of Procedure.

The Christian Education Handbook³ for 1931 is taken as the basis for selecting the denominations and colleges to be included in this study. The Handbook lists 278 denominational colleges which are related to twenty-seven⁴ denominational organizations. Eight major denominations which have ten or more colleges listed as under their control are chosen for study. Of these, one-third⁵ of the number of colleges under their control

-
2. Of the sixty-eight catalogs, two were for the year 1929-30, forty-six were for the year 1930-31, nineteen for 1931-32, and one for 1932-33.
 3. A publication of The Council of Church Boards of Education in the U. S. A., edited by Robert L. Kelly and Ruth E. Anderson.
 4. Five of these are combinations of two denominations which jointly control a college.
 5. If a fraction resulted in the division, another college was added if the fraction was over one-half, and omitted if less than one-half.

are selected according to enrolment and geographical* location. Only those colleges with enrolments between 300 and 1,500 are included. When possible, geographically, the larger colleges will be selected in the event that a choice must be made between two.

The catalogs of the sixty-eight colleges for the years 1930-31 and 1931-32⁶ will be examined. An examination of only those portions of the catalogs dealing with the courses offered in the field of religion in general will be made. The data collected will be classified in three groups, for convenience of analysis: (1) Bible, (2) Religious Education, and (3) Religion.

The organization of the thesis is planned as follows. In the chapter following, an historical approach to the present-day college curriculum in religion will be presented, including the religious basis of the early American colleges, the sectarian relationship of American colleges, the types of church colleges, the curriculum historically viewed, and the curriculum of the present. Following this interpretation of the church college and departments of religion and religious education, chapter three will organize the analysis of the data collected from the catalogs. Graphs, charts, and

6. See footnote #2 on page 4.

* See Appendix C, *for map showing distribution.*

tables will be used for graphic and convenient presentation. A summary comparison of the analysis will conclude the chapter.

Chapter four then will re-state the analysis of chapter three in synthesis, and present an evaluation made therefrom. Based on this summary, recommendations will be offered which may prove of value to college administrators and teachers. These evaluations and suggestions will be based upon criteria revealed by this analysis, as well as from theoretical and practical sources.

Conclusions based on this study will appear in chapter five. And finally will appear the bibliography, and various appendixes pertaining to the study.

CHAPTER II

AN HISTORICAL APPROACH TO THE PRESENT-DAY COLLEGE CURRICULUM IN RELIGION

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- A. The Religious Basis of the
Early American Colleges.
- B. The Sectarian Relationship
of American Colleges.
- C. Types of Church Colleges.
- D. The Curriculum Historically Viewed.
- E. The Curriculum of the Present.
- F. Summary.

CHAPTER II

AN HISTORICAL APPROACH TO THE
PRESENT-DAY COLLEGE CURRICULUM IN RELIGION

A. The Religious Basis of the Early American Colleges.

To understand properly the religious basis of the early American colleges, it is necessary to go back to the Reformation and the influence it had upon the English education of that day. The spirit of that movement influenced the religious thought of England. This affected the educational thinking of that country because education and religion were closely allied. And as a result, the content of the curriculum was largely biblical and theological.

Since the English colonists founded most of the early American colleges, the religious element is found to be predominant in them. The English settlers founded the first college in New England in 1636 and in it the English conditions prevailed, as well as in the eight other colleges which were established prior to the Revolutionary War.

The first college to be established was Harvard, founded with the definite aim of preparing church leaders who would carry out the religious beliefs of that day.¹ All of the colleges founded in this country

1. Cf., Cubberley, E. P., A Brief History of Education, p. 388-389.

in the seventeenth century indicate a similar purpose.²

These first colleges might be described as theological institutions in view of the fact that all were vitally related to the church.³ The religious motives which prompted the founding of these colleges were in most cases sectarian, with which was mingled a large human purpose. Religion was aimed to promote the betterment of men, the glory of God, and denominational growth.⁴

Up to the year 1770, there were but nine colleges in this country; namely, Harvard, founded in 1636, William and Mary, founded in 1693, Yale, founded in 1700, Princeton, founded in 1746, Columbia, founded in 1754, University of Pennsylvania, founded in 1757, Brown University, founded in 1764, Rutgers, founded in 1766, and Dartmouth, founded in 1770.⁵

B. The Sectarian Relationship of American Colleges.

The early colleges of America were religiously motivated since they were founded by and were in close affiliation with the denominational sects of that day. Harvard was closely connected with the Congregational churches of the Massachusetts Bay colony; and Yale,

2. Cf., Cubberley, E. P., Readings in the History of Education, p. 290.

3. Cf., Boyer, E. S., Religion in the American College, p. 10.

4. Cf., Cyclopedia of Education, Edited by Paul Monroe, Vol. II, p. 60.

5. Ibid., Vol. II, p. 59.

similarly, with the Congregational churches of Connecticut. King's College, now Columbia University, was established under the auspices of the Church of England. Princeton was founded by the Presbyterian, and Rutgers by the Dutch Reformed denominations. Whether legally connected with one of the churches or merely allied in thought and service, almost all of the early colleges and universities looked to some sect for assistance and development. The churches in turn looked primarily to these colleges for leadership. A further bond uniting the two lay in the fact that the church regulated the forms of worship used in the college chapel and made free use of the college pulpit.⁶

The denominations held no direct control over the early American colleges, save in the case of Brown University which was completely under the supervision of the Baptist denomination. Certain religious sanctions set up by the churches of the day limited most of these colleges because of ecclesiastical influence.⁷ Religious institutions fostered the education of the day.⁸ The avowed purpose of such church control was to protect

6. Op. cit., Vol. II, p. 84.

7. These limitations took the form of Governing Boards, selection of teachers, and specified courses.

8. Cf., Boyer, E. S., "Religious Education in the Church College", Chapter 14 in Studies in Religious Education, edited by Lotz and Crawford.

the denomination in the community in which the college was located.

Since the period of the Revolutionary War, colleges and universities have grown remarkably in number and size. There are now 750 institutions in the United States and Canada classified as colleges, and two-thirds of these are under the influence of religious denominations.⁹

C. Types of Church Colleges.

Dr. Boyer suggests that there are three types of church colleges; namely, (1) the college with close church control, (2) the college with little church control, and (3) the independent college founded by a church organization. Each type was religiously motivated in its origin, and the first is still under the control of the church. The second has grown so powerful that it no longer needs to depend entirely upon the church. And the last of the three types, begun through religious needs and motivation, no longer has any connection with the church.¹⁰

The prominence given to the teaching of religious subjects was and continues to be influenced by the power of the church in control, and the social and

9. Cf., *Cyclopedia of Education*, edited by Paul Monroe, Vol. II, p. 109.

10. See Boyer, E. S., *Religion in the American College*, p. 18-24.

economical needs of the day. Other factors are the resulting expanded curriculum and type of institution.

D. The Curriculum Historically Viewed.

It is well to view briefly the historical development of the curriculum. It was suggested that the early American colleges might be considered theological institutions. The church influence was clearly the basis for this. This fact is further evident by reference to the curricula of these early schools which were founded to prepare Christian leaders. Such courses as Theology, Bible, Hebrew, Greek, Latin and Philosophy were of greatest importance. The curriculum, however, could not remain static due to changes in religious thinking, increasing interest in the sciences, and growing needs arising out of the life of the day. The college curriculum of today is thus a result of the growth of human knowledge, the demands of an increasingly complex civilization, and the social, political, and industrial needs of the people and nation.¹¹

The early colleges required that all the courses in the curriculum be taken. As the courses increased in number it became impossible for a student to take every course offered, so the existing elective system developed

11. Cf., *Cyclopedia of Education*, edited by Paul Monroe, Vol. II, p. 65

which allows the choice of courses by students within certain limits regulated by the college administration or standardizing agencies.

E. The Curriculum of the Present.

The existing curriculum of religion may be classified into three groups: (1) Bible, (2) Religion, and (3) Religious Education. Now as to the meaning of these terms: By the curriculum of Bible, reference is made to those courses that relate directly to the Bible itself. These courses would consider the content of the Bible, its literary aspects, its historical importance, and its significance as a book of religion or religious instruction.

When referring to the second term, the curriculum of Religion, those courses are included which deal with religious history, missions, and the interpretation and application of religion.

The curriculum of Religious Education is new, and dates no farther back than 1900. The field of "religious education" was unknown to American higher education until the twentieth century. It deals with those courses pertaining more directly to the content and teaching of religion. Today when the two terms "Religion" and "Education" are combined into one, there may be found all that is included in the educational

scope and program of this curriculum.

Boston University School of Religious Education and Social Service, founded in 1918, is the pioneer institution in the field of religious education. The curriculum here was at first very limited and "all that was known in some subjects could be included in one one-hour course for one semester; now the validated knowledge in these same fields will justify an academic major".¹² The school today offers over fifteen courses in Bible, over six courses in Christian Doctrine, and well over one hundred courses in the general field of Religious Education.¹³

Thus it is evident that the field of Religious Education has grown amazingly in scope and content. The instance cited above is but an example of the growth which has marked this field of study.

F. Summary.

The preceding historical development is of value in revealing the elements of growth and trends which today influence this field. It is the purpose of the present study by means of the following analysis of college catalogs to survey this problem of curriculum in religion.

12. Athearn, W. S., *An Adventure in Religious Education*, p. 411.

13. Cf., *Ibid.*, p. 414-440.

It has been seen that the foundation of the early American colleges was religion; that these early colleges were closely related to the churches and denominational bodies existing at that time; that some church colleges are still closely related to those bodies responsible for their founding, that others depend partially on the denominational bodies with which they are affiliated, while others no longer need sectarian support; that the first curriculum of church colleges was basically religious but has since grown to include many fields of study; and, finally, that the present-day curriculum, especially in the field of religion is extensive and increasingly developing.

CHAPTER III

AN ANALYSIS OF THE CATALOGS OF
SIXTY-EIGHT COLLEGES, STUDIED WITH
REFERENCE TO THE CURRICULA OF RELIGION

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A. Introductory Statements.

B. The Analysis of the Catalogs.

1. The Procedure of Analysis.
2. The Titles of Courses.
3. The Number of Hours Offered.
4. The Names of the Departments.
5. Summary.

CHAPTER III

AN ANALYSIS OF THE CATALOGS OF
SIXTY-EIGHT COLLEGES, STUDIED WITH
REFERENCE TO THE CURRICULA OF RELIGION

A. Introductory Statements.

It is the purpose of this chapter to present the data collected from the analysis of the catalogs of the colleges studied.

The data will be compiled for three purposes; namely, to determine (1) the titles of courses offered in Bible, Religious Education, and Religion, with those most frequently offered indicated; (2) the number of course hours offered, and (3) the names given to the department in this field of study. These three sections of study will be presented by colleges and denominations. The curriculum of Bible will be considered under the divisions of Old Testament, New Testament, and General Bible. Under the division of Old Testament, only those courses dealing directly with that portion of the Bible will be considered; e. g., The History and Literature of the Old Testament, The Study of the Prophets. An example of the courses to be included in the New Testament section is, The Life and Teachings of Jesus. The third section, General Bible, includes those courses that deal with the Bible as a

whole, e. g. The Bible as Literature; matters with reference to the Bible itself, e. g. Introduction to the Bible; the courses which include both Old Testament and New Testament but which combine the two, e. g. Teachings and Institutions of the Bible; and subjects related to the Bible though not drawn directly from it, e. g. The History and Geography of Bible Lands. An example of the courses included in Religious Education is, Organization and Administration of Religious Education; and in the field covered by the term Religion, the course titles, Church History, Religion and Its Problems, are typical. For the purpose of comparison with Religious Education and Religion the three sections of Bible will be totalled under the one term Bible.

The tabulation will be by colleges in alphabetical order under the various denominations, which in turn will be considered alphabetically.

A concluding section will summarize this analysis by means of a comparative study of the contributions of the eight denominations herein presented.

B. The Analysis of the Catalogs.

1. The Procedure of Analysis.

In order to gather the data in an efficient manner, eight original tabulation sheets were made, one for each denomination. These sheets were of large chart form indi-

cating names of denominations, the colleges considered with their location by states, the type of each college, the enrolment of each as given by the Christian Education Handbook, the courses offered in Bible, Religious Education, and Religion, and the number of hours each school offered in the various courses. Table I is reproduced from the original form to indicate the first step in the procedure of investigation.

In analyzing the departments of religion in denominational colleges, variously named as they are, the following factors stand out as of most significance in a consideration of an investigation of them: first, the titles of the courses offered; second, the courses offered in hours; and third, the names of the departments in which these courses are organized.

2. The Titles of Courses.

It is of interest to open any denominational college catalog and read the titles of the courses offered. One finds much revealed therein. The titles in each of the three classifications suggested - Bible, Religious Education, and Religion - are numerous and vary remarkably and interestingly in expression. For example, a course in Old Testament History will be found under any of the following titles:

Old Testament History and Literature

The History of the Hebrew People
Historical Survey of the Old Testament
Hebrew History
The Development of Religion in the
Old Testament
Old Testament

This diversity of names of courses was found to prevail in all of the three classifications suggested.

The following charts list the names of the courses offered in Old Testament, New Testament, General Bible, Religious Education, and Religion. They present the nature of the subject matter of the many-titled courses, as revealed by the catalog descriptions given, under titles that are deemed appropriate. They are presented in such form as to make them self-explanatory. Where clarification or interpretation is necessary, footnotes appear.

Table I.

Original Tabulation Sheet Showing the Method of Survey.

Denomination - United Lutheran College		Wittenberg	Gettysburg	Muhlenberg	Susquehanna U.
Location		Ohio	Pa.	Pa.	Pa.
Type		Coed	Coed	Men	Coed
Enrolment		1201	629	440	411
Department	Courses Offered	Number of Hours			
Bible	The English Bible	2	2		
	The Life of Christ	2	2		2
	Between the Testaments		2		
	Literary Study of the Bible		2		
	The Literary History of the English Bible	3			
	New Testament Greek		3	2-2	3-3
	Old Testament			2-2	2
	The Apostolic Period				2
	The Poetic and Prophetic Books of the O.T.			2	
	Studies in the New Testament			2	
	The Life and Teachings of Jesus			2-2	
Religious Education	Moral and Religious Aspects of Education	2			
	History of Religious Education		2		
	Principles of Religious Education	2			
	Modern Methods of Sunday School Work		2		
	Organization and Supervision of the Church School	4			
	Organization and Administration of Religious Education	4			
	Social and Recreational Leadership	1			
	Methods of Teaching Children of Elementary School Age	2			
	Observation and Student Teaching	2			
	Psychology of Childhood and the R.E. of Children	4			
	Psychology of Adolescence and the R.E. of Young People	4			
	The Curriculum of Moral and Religious Education	2			
	Content and Organization of Present Curricula	2			
	Psychology of Religion	4		2	
	Advanced Principles and Methods of Religious Education	4			2-2
Religion	Religious Education			2	
	Methods in Religious Education			1-1	
	India's Present-Day Movements	2			
	Study of Japan	2			
	Study of Latin America	2			
	China: An Interpretation	2			
	Comparative Religion		2		
	Problems in Modern Christianity	2			
	Christianity as History		3		
	Evidences of Christianity		2		2
	History of Religions			2	2
	Christian Ethics		3	2	2
	Philosophy of Religion		3		
	Outline of Christian Doctrine			2	
	History of the Christian Church			2	
	Christianity and Modern Thought			2	
	Great Philosophies of Life			2	
Totals:					
Bible		7	11	16	12
Religious Education		41	0	6	4
Religion		12	13	12	4
Total Hours Offered by Colleges		60	24	34	20
Total Hours Offered by Denomination		- 138			

Table II. Courses Offered in Old Testament.
(Hours by Denominations)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
History and Literature	13	27	37	42	10	12	40		181
Prophets	2	3	16	5	12	9	25		72
Survey and Introduction	8		6	13	12	12	12	6	69
Poetry and									
Wisdom Literature	6-7			3		9	11		29-30
Hebrew	12								12
Social Teachings	8								8
Psalms and Job			7						7
Problems and Discussions							4		4
Genesis to Ruth							3		3
Law									3
Messianic Prophecy	3					3			3
Deuteronomy	2								2
Jeremiah	2								2
Poetic and Prophetic Books								2	2
Poets and Philosophers		2							2
Totals	56-7	32	66	63	34	45	95	8	399-400

Note: Denominations abbreviated above are, Congregational, Disciples, Methodist Episcopal, Methodist Episcopal South, Northern Baptist, Presbyterian U. S., Presbyterian U. S. A., and United Lutheran. These abbreviations will be used on Tables III, IV, V, and VI.

Hyphenated numbers indicate a variation in number of hours offered.

Table III. Courses Offered in New Testament.
(Hours by Denominations)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
New Testament Greek Life and Teachings of Jesus	18-9	51	24	25	22	14	35	13	202-3
The Apostolic Age	30	18	52	20	15	9	38	10	192
Survey and Introduction	19	5	20	22	12		18	2	98
History and Literature	18	13	19	6	3		9	2	70
Life and Letters of Paul	6			14	12	21	14		67
The Four Gospels	4	7	9	9		3	20		52
Background of the New Testament		6		11	3				20
Johannean Literature	3	4							7
John, Hebrews, and Revelation	2		2						4
Hebrews							4		4
Romans	2								2
	2								2
Totals	104-5	104	126	107	67	47	138	27	720-1

Note: For explanation of denominational abbreviations see footnote
at bottom of Table II.

Hyphenated numbers indicate a variation in number of hours offered.

Table IV. Courses Offered in General Bible.
(Hours by Denominations)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
The Bible as Literature	16		17-9	8	5		7	5	58-60
Introduction to the Bible	12		14	9	5		8	4	52
Teachings and Institutions of the Bible			10	8	8		4		30
History and Literature of the Bible			9		3		8		20
Origin and Development of the Bible		2	7	6					15
Seminar in Bible			8						8
The Bible in Literature			2	6					8
Biblical Doctrine		3			2		2		7
The Christian Religion				6					6
History and Geography of Bible Lands					3		2		5
Bible Theology	4								4
Doctrine of the Church		4							4
Jewish Literature Between the Old and New Testaments		2						2	4
Great Poets of the Bible				3					3
Meaning of the Bible in Human Life									3
Meaning of the Bible to Human Thought									3

(concluded on next page)

Table IV. Courses Offered in General Bible.
(Hours by Denominations)

(continued from preceding page)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
Apocalyptic Literature	2								2
Patristic Greek		2							2
Permanent Values									2
of the Bible	2								2
The Septuagint		2							2
Apocryphal and Pseude- pigrapha Literature	1								1
Totals	37	15	67-9	46	26	6	31	11	239-41

Note: For explanation of denominational abbreviations
see footnote of Table II.

Hyphenated numbers indicate a variation in
number of hours offered.

Table V. Courses Offered in Religious Education.
(Hours by Denominations)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
Introduction to and History of Religious Education	5	7	23	48	26		13	6	128
Principles and Methods of Religious Education			38			9	38	16	101
Organization and Administration of Religious Education	2	12	23	18	9		18	9	91
The Curriculum			17	22.5	6		16	4	65.5
Religious Education of Adolescents	3	9	12	13	2		8	4	51
Religious Education of Children		6	13	13	4		3	4	43
Methods of Religious Education	2	10		20.5	6				38.5
Worship		6	6.5	15	6		5		38.5
General and Educational Psychology		6	12	3					21
Recreation and Leadership		3		6	8		4		21
Research in Religious Education		6		14					20
The Church School Seminar		3	7		3		8		18
The Family		3	5-7		4		2		14-6
Psychology of Religious Development		3		5		3			11
Technique and Curriculum					3		2	6	11
Rural Community Organization	3	11							11
				7.5					10.5

Table V. Courses Offered in Religious Education.
(Hours by Denominations)

(continued from preceding page)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
The Bible in Religious Education				9					9
The Church			4	4					8
Observation and Practice Teaching									
Tests and Measurements		5	6					2	8
Religious Education			3						3
Philosophy of Adults		2		3	2				7
Philosophy of Religious Education		3	3						6
Principles and Problems of Character Education							6		6
Art in Religious Education		3			2				5
Current Problems in Religious Education									
Principles of Education	3								3
Projects in Religious Education									3
Rural Sociology	3			3					3
Educational Sociology			2						2
Materials and Methods of Missionary Education									
Message and Program of The Christian Religion		2							2
Religious Education and Public Education		2							2

Table V. Courses Offered in Religious Education.
(Hours by Denominations)

(continued from preceding page)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
Religious Education as a Present-day Project	2								2
Religious Education in the Small Sunday School		2							2
The Vacation Church School					2				2
Week-day Religious Education			2						2
Totals	23	106	174.5-	206.5	83	12	123	51	779-81
			176.5						

Note: For explanation of denominational abbreviations
see footnote of Table II.

Hyphenated numbers indicate a variation in
number of hours offered.

Table VI. Courses Offered in Religion.
(Hours by Denominations)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
History and Comparison of Religions	42	8	51	36-7	15	12	33	14	211-2
Church History	15	20	20	26	3	18	30	5	137
Philosophy of Religion	7.5	12	32	14-5	10	6	28	3	112.5-3.5
Ethics	13	10	32	11	12	3	22	7	110
Psychology of Religion	7.5	9	26	15	12		23		92.5
Christianity and Its Problems									
Missions	2	4	22	15	3		27	2	69
Religion and Its Problems			7	3	9		30		55
Religion in Life Today	24-5		12		8				44-5
Homiletics	10		20						30
The Christian Religion	4	13	2	6					25
Introduction to Religion							22		22
History of Philosophy: Apologetics	11			8.5					19.5
Denominational History		1		8	3	6		8	14
Principles and Applications of Christianity									12
Pastoral Theology		11		12					12
Theism	3			3			5		11
Religious Literature	6	4							11
Hebrew Contributions to Religion	10								10
Religion and Civilization									10
Biography	6				9				9
Y. M. C. A. Work					6				6

Table VI. Courses Offered in Religion.
(Hours by Denominations)

(continued from preceding page)

Course Name	C.	D.	M.E.	M.E.S.	N.B.	P.S.	P.	U.L.	Totals
Seminar							5-7		5-7
Christianity and America							5		5
Psychology of Religious Experience							5		5
Religion and Personality					5				5
Evolution of the English Version									5
Philosophy and Religion	4				4				4
Special Supervised Work									4
Geography	3		4						4
Greek Thought						3			3
The Church and Rural Welfare				3					3
Religious Ideas in Modern Poets				2.5					2.5
Text of the New Testament									2
Great Philosophies of Life		2						2	2
Layman's Viewpoint of the Church		1							1

Totals	168-9	95	228	163.5	99	48	235.7	41	1,077-82
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Note: For explanation of denominational abbreviations see footnote of Table II.
Hyphenated numbers indicate a variation in number of hours offered.

3. The Number of Hours Offered.

The analysis of this section presents the number of hours offered in the courses organized in the preceding tables. These tables, also, are self-explanatory, but when further explanation is necessary, it will be found below the tables.

Table VII.

Hours Offered in Bible, Religious Education,
and Religion in the Congregational Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Amherst			3		1	4
Colorado	6	15	6		12	39
Drury	3	13	4	11	22	53
Grinnell				3	27	30
Knox	4	4	2		2	12
Mt. Holyoke	20-1	22-3	6	3	32-3	83-6
Pomona		6			29	35
Washburn	8	11	3		14	36
Wheaton	9	17	4	4		34
Whitman	6	10	5		7	28
Williams		6			18	24
Yankton			4	2	4	10
Totals	56-7	104-5	37	23	168-9	388-91

Note: Classifications abbreviated above are,
Old Testament, New Testament, General
Bible, Religious Education and Religion.

Hyphenated numbers indicate a variation
in number of hours offered.

Table VIII.

Hours Offered in Bible, Religious Education,
and Religion in the Disciples Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Bethany	12	22	5	18	8	65
California Christian	4	19	2	18	37	80
Phillips University	10	47	8	50	27	142
Pennsylvania	6	16		20	23	65
Totals	32	104	15	106	95	352

Note: For classification abbreviations
see footnote of Table VII.

Hyphenated numbers indicate a
variation in number of hours offered.

Table IX.

Hours Offered in Bible, Religious Education,
and Religion in the Methodist Episcopal Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Albion	6	8	4	13-5	11	42-4
Allegheny	4	12	5		10	31
Baldwin-Wallace	6	12	6	36.5	9	69.5
Chattanooga U.	7	7	3	18	5	40
Cornell		11	3	6	21	41
Illinois Wesleyan U.	6	20	2	28	15	71
Lawrence	3	3	3	2	33	44
Morningside	8	8		6	26	48
Mt. Union	2	7	14	11	15	49
Nebraska Wesleyan U.	3	3	3	12	20	41
Pacific	6	4	6	13	14	43
Puget Sound	6	11		22	15	54
Southwestern	9	9	6	4	14	42
Wesleyan U.		2	6		12	20
Willamette U.		9	6-8	3	8	26-8
Totals	66	126	67-9	174.5- 176.5	228	661.5- 665.5

Note: For classification abbreviations see footnote of Table VII.

Hyphenated numbers indicate a variation in number of the hours offered.

Table X.

Hours Offered in Bible, Religious Education,
and Religion in the Methodist Episcopal South Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Alabama Woman's	5	5		16	4	30
Centenary	12	30	15	24	52	133
Central *	3	3		11	30-2	47-9
Emory U.	4	6	12	58	12	92
Emory and Henry	6	12	3	27	3	51
Millsaps	9	9	3	12	9	42
Randolph-Macon Woman's	8	8		4	9	29
Southwestern U. #	10	25	10	42.5	40	127.5
Wofford	6	9	3	12	4	34
Totals	63	107	46	206.5	163-5	585.5- 587.5

Note: * Emory counts courses as majors and minors and gives credit by quarters.
 # Southwestern uses the quarter system offering majors for five hours per week and half-majors for two and one-half hours per week.
 In these two cases the hours have been reduced to the semester basis.

For classification abbreviations see footnote of Table VII.
 Hyphenated numbers indicate a variation in number of hours offered.

Table XI.
Hours Offered in Bible, Religious Education,
and Religion in the Northern Baptist Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Bates	6	12		3	15	36
Bucknell University		11	8	11	16	46
Colby	3	3	3	3	9	21
Colgate University	6	3	3	3	31	46
Denison University	6	10	3	26	12	57
Hillsdale	7	7		3	11	28
Redlands University	6	21	9	34	5	75
Totals	34	67	26	83	99	309

Note: For classification abbreviations see footnote of Table VII.

Hyphenated numbers indicate a variation in number of hours offered.

Table XII.

Hours Offered in Bible, Religious Education,
and Religion in the Presbyterian U. S. Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Agnes Scott	12	12			9	33
Austin	12	14			9	35
Davidson	15	15		6	12	48
Southwestern	6	6	6	6	18	42
Totals	45	47	6	12	48	158

Note: For classification abbreviations see footnote of Table VII.

Hyphenated numbers indicate a variation in number of hours offered.

Table XIII.

Hours Offered in Bible, Religious Education,
and Religion in the Presbyterian U. S. A. Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Coe	12	13	6	3	9	43
Elmira	10	17	2	7	14	50
Grove City	6	14	2	2	15	39
Hastings	4	6		12	11	33
James Millikin U.	3	6		6	16	31
Jamestown	6	8	6	20	20	60
Lafayette	6	3		6	24	39
Macalester	8	16		24	19-21	67-9
Maryville	12	9	4	19	12	56
Occidental	4	10	2	4	21	41
Park	9	18		9	21	57
Tulsa U.	9	10	6	5	18	48
Wooster	6	8	3	6	35	58
Totals	95	138	31	123	235-7	622-4

Note: For classification abbreviations see footnote of Table VII.

Hyphenated numbers indicate a variation in number of hours offered.

Table XIV.

Hours Offered in Bible, Religious Education,
and Religion in the United Lutheran Colleges.

College	O.T.	N.T.	G.B.	R.E.	R.	Totals
Gettysburg		5	6		13	24
Muhlenberg	6	10		6	12	34
Susquehanna U.	2	10		4	4	20
Wittenberg		2	5	41	12	60
Totals	8	27	11	51	41	138

Note: For classification abbreviations see
footnote of Table VII.

Hyphenated numbers indicate a variation
in number of hours offered.

Table XV.

Total Hours Offered in Bible, Religious Education,
and Religion in Colleges of the Eight Denominations Studied.

Denomination	No.	O.T.	N.T.	G.B.	T.B.	R.E.	R.	Totals
Congregational	12	56-7	104-5	37	197-9	23	168-9	388-91
Disciples	4	32	104	15	151	106	95	352
Methodist Episcopal	15	66	126	67-9	259-61	174.5-6.5	228	661.5-5.5
Methodist Episcopal So.	9	63	107	46	216	206.5	163-5	585.5-7.5
Northern Baptist	7	34	67	26	127	83	99	309
Presbyterian U. S.	4	45	47	6	98	12	48	158
Presbyterian U. S. A.	13	95	138	31	264	123	235-7	622-4
United Lutheran	4	8	27	11	46	51	41	138
Totals	68	399- 400	720-1	239- 241	1358- 1362	779- 781	1077- 1082	3214- 3225

Note: Classifications abbreviated above are.
Number of Colleges, Old Testament, New
Testament, General Bible, Total Bible,
Religious Education, and Religion.

Hyphenated numbers indicate a variation
in number of hours offered.

4. The Names of the Departments.

The treatment of the curricula in this study has been classified under the divisions Bible, Religious Education, and Religion, as has been explained. It is evident from a study of the catalogs of the colleges under consideration that there is no uniformity in the naming of this field of study. The following list shows the variety of names given to the departments by the sixty-eight colleges studied.

<u>College</u>	<u>Department Name</u>
Agnes Scott	Bible
Albion	Religion
Allegheny	Bible
Amherst	Religion
Austin	Bible
Baldwin-Wallace	* Bible; Philosophy of Religion; Religious Education
Bates	Biblical Literature and Religion
Bethany	Religion
Bucknell U.	Religion
California Christian	Religion
Centenary	Biblical Literature
Central	Religion
Chattanooga U.	Bible
Coe	Bible; Missions and Religious Education
Colby	Religion
Colgate U.	Religion. Biblical Literature
Colorado	Biblical Literature and Applied Religion
Cornell	Bible and Religion
Davidson	Biblical Instruction and Religious Education
Denison U.	Christian Education
Drury	Bible

* Semi-colon denotes separate departments.

<u>College</u>	<u>Department Name</u>
Elmira	The English Bible and Religion
Emory U.	Biblical Literature and Religious Education
Emory and Henry	* Bible; Religious Education
Gettysburg	English Bible
Grinnell	Applied Christianity
Grove City	Philosophy and Bible
Hastings	Bible; Religious Education
Hillsdale	Religion
Illinois Wesleyan U.	Education and Religious Education; Religion
James Millikin U.	Religion
Jamestown	Religious Education
Knox	Biblical Literature
Lafayette	Religion
Lawrence	Philosophy, Biblical Literature, and Religion
Macalester	Religion
Maryville	Bible and Religious Education
Millsaps	Religion
Morningside	Bible and Religion
Mount Holyoke	History and Literature of Religion
Mount Union	Religious Education and Philosophy; English Bible
Muhlenberg	Bible and Religion
Nebraska Wesleyan U.	Religious Education
Occidental	Religion
Pacific	Bible and Religious Education
Park	Bible and Christian Training
Phillips U.	Bible; Religious Education
Pomona	Religion
Puget Sound	Religious Education
Randolph-Macon Woman's	Religion
Redlands U.	Bible and Missions; Religious Education
Southwestern	Bible
Southwestern College	Bible and Religion
Southwestern U.	Bible and Religion
Susquehanna U.	Bible
Transylvania	Biblical Literature; Ministry
Tulsa U.	Religion and Biblical Literature

* Semi-colon denotes separate departments.

<u>College</u>	<u>Department Name</u>
Washburn	Biblical Literature and History
Wesleyan U.	Ethics and Religion
Wheaton	Bible and Philosophy
Whitman	Biblical Literature
Willamette U.	Religion
Williams	Religion
Wittenberg	* Bible and Religion; Religious Education
Wofford	Bible and Psychology; Religious Education
Woman's College of Alabama	Bible and Religious Education
Wooster	Religion
Yankton	Religious Education

The name "Religion" was found to be the most popular applied to this field of study, being so named by eighteen of the colleges. Eight gave the name "Bible", five the name "Bible and Religion". The name "Religious Education" was given by four, "Bible and Religious Education", and "Biblical Literature" were both given three times, "Biblical Literature and Religion" and "Philosophy and Bible" were each given two times, and twenty-three others appear in only one instance.

Many of the colleges do not include the three classifications—Bible, Religious Education, Religion—together in one department, but make separate departments for each. For example, the names "Bible",

* Semi-colon denotes separate departments.

"Philosophy of Religion", and "Religious Education" were given by one college; in another "Religion" and "Education and Religious Education" were found; and in another, the names "Religious Education and Philosophy" and "English Bible", were used to classify the departments.

It is thus revealed that a standard name for this department of study or one that is more descriptive should be found. Based on criteria emerging from this phase of the investigation, a suggested name for this field of academic study will be offered in the concluding chapter.

5. Summary.

The following points summarize the data revealed by the analysis of the catalogs of the colleges representing the eight denominations.

The study reveals the fact that there is no uniformity in the titles given to the various courses offered, either by colleges or by denominations.

The colleges and denominations do not allot the same importance to this phase of the college curriculum, as shown by the number of hours offered.

It is further revealed that there is no approximation of a standard in the naming of the department in this field of study.

CHAPTER IV

CONCOMITANT FACTORS PERTAINING TO COLLEGE CURRICULA OF RELIGION

CHAPTER IV

CONCOMITANT FACTORS PERTAINING TO COLLEGE CURRICULA OF RELIGION

- A. Factors Pertaining to
Organization of Departments
and Courses of Religion.
- B. Factors Pertaining to
Department Names and
Course Titles.
- C. Factors Pertaining to the
Nature of the Courses.
- D. Factors Pertaining to the
Course Hours.
- E. Factors Pertaining to
the Historical Development
of the Curriculum.
- F. Summary.

CHAPTER IV

CONCOMITANT FACTORS PERTAINING TO COLLEGE CURRICULA OF RELIGION

The preceding chapter presented the data of the analysis largely in the form of tables which are self-interpretative. A further study of the analysis, however, is necessary to organize the data with reference to practical applications coming out of the preceding analysis. These, therefore, may be considered concomitant factors pertaining to the consideration of college curricula of religion. It is the purpose, therefore, of this chapter to present these findings in synthesis. This presentation also will refer to Chapter II, the study of historical background, in order to note developments in the curriculum of religion as revealed in this objective study. The organization of this chapter will fall into the following divisions: A. Factors Pertaining to Organization of Departments and Courses of Religion, B. Factors Pertaining to Department Names and Course Titles, C. Factors Pertaining to the Nature of the Courses (as revealed by the titles), D. Factors Pertaining to the Course Hours, E. Factors Pertaining to the Historical Development of the Curriculum, and F. Summary.

A. Factors Pertaining to Organization of Departments and Courses of Religion.

An arbitrary classification of the curriculum of religion in general was made at the outset of this study, dividing it into three sections--Bible, Religious Education, and Religion. The analysis of the catalogs revealed that the courses offered in this field naturally fall into this classification of three groups.

The divisions entitled Bible, Religious Education, and Religion are frequently found listed as separate departments, or combined with one of the other departments. It was revealed that in twelve colleges these divisions were each listed as separate departments.¹ None of the courses in these departments was overlapping, though cross references were made in the catalog.²

The combination in organization of these departments of religion varied interestingly. Four colleges combine the department covering the field of religion in general with related fields of study. The following combinations, Bible and Psychology, Ethics and Religion, and Bible and Philosophy were found.³ In fifty-seven of the sixty-eight colleges there is but one department for all courses

1. See the list of Department Names, Chapter III, p. 42.
2. Ibid.
3. Ibid.

in this field. It is called by twenty-three different names.⁴

Not all courses which may be properly classified religion are included in the departments covering this field. Such courses as New Testament Greek, Philosophy of Religion, Psychology of Religion, and Ethics were found listed respectively in the departments of Greek, Philosophy, Psychology and Philosophy. References also were found to the Education department for some courses offered in the field of religious education.

B. Factors Pertaining to Department Names and Course Titles.

The analysis revealed that there is no uniformity of names for the department which embodies the field of religion.⁵ Some of the names given by the colleges which will serve for the purpose of illustration are: Bible, Religion, Religious Education, Applied Christianity, and Biblical Literature. While there is no uniformity in the names, those given are suggestive of the field of study of that particular department.

This lack of uniformity of department names is likewise true of the titles given to the courses offered. Two Colleges may offer a course with the same scope of material as an objective but the titles of the courses will be

4. See the list of Department Names, Chapter III, p. 42.

5. Ibid.

stated differently. For example, the period of the Apostolic Church may be studied under any of the following titles: The Growth of the Early Church, The Beginnings of Christianity, or The Apostolic Period.

C. Factors Pertaining to the Nature of the Courses.
(as revealed by the titles)

The preceding consideration leads directly to a study of the nature of the courses. Since course descriptions were not studied, the nature of the courses is inferred as revealed by the titles given them. As with the names of the departments, so with the titles of the courses. These seemed adequately to describe the courses offered. Besides, there was no uniformity of titles. The example of the Apostolic Church cited above illustrates this point. This can be illustrated in the courses of the other divisions of religious education and religion. Thus, in the field of introductory religious education, these titles are found: Religious Education, Principles of Religious Education, Introduction to Religious Education, and Theory and Principles of Religious Education. In the field of Church History, these titles are found: The History of Christianity, Church History, History of the Christian Church, The History of Religion, and An Outline of Christianity from Jesus to the Present-day.

The course titles indicate that the purpose of the courses is not only subject matter but that it is also for purposes of application to present-day life and problems. This is true in the three divisions. For example, in the field of Bible, courses are found with the titles, Jesus and Present-day Problems, Present-day Applications of the Teachings of Jesus, and Prophecy in Ancient and Modern Life; in Religious Education, the titles, Religious Education as a Present-day Project, Problems of Youth, and Current Problems in Religious Education; and in the field of Religion, these titles are illustrative, Christianity and the Modern World, Applied Christianity, and Present Moral and Religious Problems.

The titles of the courses in Bible indicate a concern with the literature rather than with a criticism of the text. Only six courses are suggestive of a critical emphasis.⁶

In connection with the application of biblical and religious content to the life and problems of the present-day, it was found also that there was a social emphasis suggested by the course titles. Some of the titles indicative of this emphasis are: The Social Teachings of Christianity, The Social Teachings of the Bible, The Social Principles of Jesus, Christianity and Social

6. These courses are: Origin and Development of the Bible, The Text of the New Testament, Introduction and Formation of the Canon, How We Got Our Bible, Evolution of the English Version, and Making of the Bible.

Problems, The Social Teachings of the Prophets, The Social Approach to the Bible, The Development of a Social Personality, and The Social Institutions of the Bible.

It is of interest to observe that more hours are offered in the division of Bible than in Religious Education and Religion.⁷ This shows that the courses offered are approximately forty-two percent biblical, thirty-four percent in the field of religion, and twenty-four percent in the field of religious education. It was revealed further in the preceding analysis that in the division of Bible fifty-three percent of the courses offered were in New Testament, twenty-nine percent in Old Testament, and eighteen percent in the section of General Bible.

Certain courses of each division are more generally offered than courses with titles that are less familiar to most leaders. These courses which are more generally offered are broader in scope and nature. On a basis of the number of hours offered, the five courses in each division most frequently offered are:

In Old Testament:

The History and Literature of the	
Old Testament	181 hours

7. Total hours offered in: Bible, 1358-62
 Religion, 1077-82
 Religious Education, 779-81.

The Prophets	72	hours
Survey and Introduction to the Old Testament	69	hours
The Poetry and Wisdom Literature	23	hours
Hebrew	12	hours

In New Testament:

Greek	202-3	hours
The Life and Teachings of Jesus	192	hours
The Apostolic Age	98	hours
Survey of and Introduction to The New Testament	70	hours
The History and Literature of The New Testament	67	hours

In General Bible:

The Bible as Literature	58-60	hours
Introduction to the Bible	52	hours
The Teachings and Institutions of The Bible	30	hours
The History and Literature of The Bible	20	hours
The Origin and Development of The Bible	15	hours

In Religious Education:

Introduction to and History of Religious Education	128	hours
Principles and Methods of Religious Education	101	hours
Organization and Administration of Religious Education	91	hours
The Curriculum	65.5	hours
The Religious Education of Adolescence	51	hours

In Religion:

The History and Comparison of Religion	211-2	hours
Church History	137	hours
The Philosophy of Religion	112.5-35	hours
Ethics	110	hours
The Psychology of Religion	92.5	hours

D. Factors Pertaining to the Course Hours.

The number of hours offered in this field by the colleges studied varies widely, from four hours offered by Amherst College to one hundred forty-two hours offered by Phillips University. The number of hours offered by the other sixty-six colleges studied varies between these two limits.⁸

The majority of the courses offered are one semester courses. Of the 1,036 courses offered by the sixty-eight colleges, 863 are one semester courses and 173 are courses offered through the academic year. The catalogs in some cases stated that credit would not be given for a semester course unless both semesters offered were taken. The courses in themselves, however, were semester courses. The number of hours per semester that courses are offered varies from one-half to five.⁹ The majority of courses offered are two and three hour courses.

E. Factors Pertaining to the Historical Development of the Curriculum.

It was discovered in the historical approach of chapter two that Bible and Theology were prominent in the curriculum of the early American colleges. The present study reveals that, in the general field of re-

8. Examples are: Colby 21, Knox 12, Yankton 10, Park 57, Jamestown 60, Emory U. 92, Centenary 133

9. Baldwin-Wallace College offers a one-half hour course in Worship Music and Chapel Choir; Southwestern U. offers a five hour course in The Curriculum of Religious Education.

ligion, Bible still predominates, while Theology is offered to a lesser extent. Only five courses are stated to be definitely theological¹⁰ although such doctrinal courses are found as: Biblical Doctrine, The Doctrine of the Church, The Meaning of Christian Doctrines, Doctrinal Studies in Paul, Outline of Christian Doctrine, Development of Religion in the Old Testament, and Theism. It is to be noted that the present curriculum in the field of religion is larger and less uniform than in the early days of American colleges.¹¹

It is not true that "all that is known in some subjects could be included in one one-hour course for one semester" in the field of religious education, as Dr. Athearn observed a decade and a half ago.¹² This particular field has grown to the extent that today colleges include a department of religious education in the curriculum.¹³ In his study of one hundred seventy-five Christian colleges made in 1923, Doctor Walter E. Bachman found that a total of 542 hours were offered in religious education.¹⁴ In the present study

10. The five theological courses are: Bible Theology, Christian Theology, History of Philosophy: Apologetics, Homiletics, and Pastoral Theology.

11. Cf., Cubberley, E.P., Readings in the History of Education, p. 290. See also Ch. II of this thesis.

12. Athearn, W.S., An Adventure in Religious Education, p. 411. See also Ch. II of this thesis, p. 15.

13. See list of department names, Ch. III, p. 42.

14. Bachman, W.E., The Relation of Philosophy and Religious Education in Endowed Christian Colleges of Liberal Arts, Boston University Library, 1923.

it was revealed that of only sixty-eight denominational colleges studied a total of 779 to 781 hours in this same field were offered. Dr. Bachman does not list generally or specifically any of the courses offered. This study revealed that 253 courses in religious education are offered by the sixty-eight colleges studied. These facts reveal a decided growth in this specific field.

F. Summary.

The value of analysis lies in the facts revealed. The purpose of the analysis of the sixty-eight denominational colleges herein studied was to be informed from objective study concerning the curriculum of religion. Hence the concomitant factors pertaining to this curriculum are significant.

These may be briefly restated as follows. The organization of the departments and courses revealed a three-fold classification of the curriculum into the divisions Bible, Religious Education, and Religion. These divisions were found alone as departments, combined with one another, or with related departments. The courses which may be properly classified religious were found in some cases to be in related departments other than these three. The department names and course titles are not uniform throughout the colleges.

The titles of the courses revealed them to describe adequately the course offered, to be taught for application to the present-day as well as for content, to be concerned with the literature of the text (in the Bible division), to stress a social emphasis, to be forty-two percent biblical, to be broad in scope and nature, and these broader courses to be more generally offered. The colleges vary in the number of course hours offered from four to one hundred and forty-two. The majority of the courses offered are one-semester courses offered for two and three hours a semester. Bible is still the most prominent field, as was found in the historical study. The present curriculum in the field of religion is larger and less uniform than in the days of the early American colleges. The division of religious education has grown decidedly, as the comparative study revealed.

CHAPTER V
CONCLUSION

CHAPTER V

CONCLUSION

The purpose of this study has been to present the curricula in the field of Bible, Religion and Religious Education as they exist today in the undergraduate colleges and universities of eight Protestant denominations, in America. The source material of the study has been the catalogs of sixty-eight colleges representing eight major denominations. The catalogs used were the latest available, all but two being for 1930-31 or more recent, so that the findings presented are current. The study has revealed what courses are being taught, what names are given to the departments embodying this field of study, and what prominence is being given to the field of religion in general.

It was stated also that suggestions based on criteria emerging from the data of the survey would be recommended. Recommendation of suggestions applicable to present-day college curricula necessitates criteria which may be expected to emerge from an analysis as that herein presented. Chapter IV organized in synthesis the findings of the analysis. These may be considered to contain, in a form necessitating restatement, such criteria. Since this contribution is not essential to the present study but considered only as a possible concomitant study,

only those few significant suggestions with reference to college curricula need be given.

The curriculum in religion should provide for courses in general religion, biblical content, and religious education. The recognition of this principle is revealed by the analysis. Though all of the sixty-eight colleges studied did not provide for all three divisions, they nevertheless have been found to be of prominence in the study.

The name of the department embodying this general field of academic study should be the Department of Religion. The criterion on which this is based has been revealed throughout the study. It has been stated that the field of religion in general divides naturally into three sections. Thus, when general religion is referred to, it is used to include Bible, religious education, and religion, as distinguished from the other two divisions. The analysis has revealed that more colleges apply this name to the department than any other. This name, further, is broad enough to include other religions than the Christian.

Courses of broad scope and nature should be offered in the department of religion in undergraduate colleges. Such colleges are responsible primarily for a foundation on which to build professional training. The courses

offered, therefore, should be pre-professional and broad. The analysis of the catalogs has revealed that those courses which are offered most are of such a broad nature and scope.

The number of hours offered in the department of religion should be sufficient to permit a major in the field, but not too numerous to make for inadequate and superficial treatment. It was revealed in the analysis that there was a wide range in the number of hours offered by the colleges. The average number of hours taught by the sixty-eight colleges, however, provides for a major and also limits the field so that courses may be treated thoroughly.

The existing curricula of religion, as revealed by the survey of the catalogs of the sixty-eight colleges, are built directly upon the foundation laid in the early American colleges. The present study has shown that these early American colleges were founded through religious motivation and, therefore, stressed the religious curriculum. The church colleges of today still offer, and often stress, courses in the field of religion. The present-day curriculum, however, was found to be more extensive, less uniform, with more general courses, and less professional than that which first existed in America.

The college curriculum of today divides into three sections; namely, Bible, Religious Education and Religion. More hours are offered in Bible, less in religion, and even less in religious education. The early American colleges stressed Bible and Theology. Religious Education, as such, did not have a place in the curricula of America's early colleges. Today it is prominent in the general field of religious curricula.

The growth and development of religious education is chiefly a product of the last decade and a half. The first college department of religious education was established at Boston University, in 1918.¹ The curriculum was small and the scope of the courses limited. It had grown by 1923, but was not prominent even then.² A study of forty-four colleges related to the Presbyterian Church in the U. S. A., made in 1928, revealed that fifty-one courses were offered by these colleges in religious education.³ The present study has revealed that sixty-eight colleges representing eight denominations offer two hundred fifty-three courses in this same field. The thirteen colleges studied herein as related to the Presbyterian Church in the U. S. A.

1. Cf. Athearn, W. S., *An Adventure in Religious Education*.

2. Cf. Bachman, W. E., *The Relation of Philosophy and Religious Education in Endowed Christian Colleges of Liberal Arts*, Boston University Library, 1923.

3. Cf. Melconian, V. D., *A Study of the Bible and Religious Education Work of Forty-four Colleges Related to the Presbyterian Church in the U. S. A.* (Unpublished study in possession of Professor Melconian).

offer forty-seven courses in religious education. Thus, it can be seen that the growth in this field of academic study has been remarkably rapid. It can be predicted, therefore, that religious education as a field of study will continue to grow and demand thoughtful attention. The number of new courses to be added may not be numerous. However, the field itself will be enriched and strengthened because of study and research which inevitably will be applied to it.

The field of religious education has been considered more carefully here than the two other divisions of the general field. However, what has been said of religious education may also be said of religion in general. The significance of religion in higher education today is demanding national attention. The importance of it is realized by such an organization as the Council of Church Boards of Education in the United States of America. Representatives of the Church Education Boards or Societies of twenty-three denominations are members of this council, as well as a number of corresponding members. One of the twelve purposes of this organization is stated thus: "The Council in co-operation with the Association of American Colleges works for the improvement of every phase of liberal education on the College

level".⁴ This organization publishes pamphlets and books pertinent to college life. It publishes nine issues of the magazine, Christian Education, annually, and the Handbook of Christian Education every three years. It is concerned with the academic study of religion in church colleges. Other national organizations also emphasize this division of the college curriculum. With such organizations stressing this phase of religion and education, it can be said with certainty that religion commands a prominent position in present-day higher education and that it will increase in importance.

The present study has been made in the hope that the results revealed may be of value in furthering the growth and development of religion in American higher education.

4. Christian Education Handbook for 1931, p. 235.

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APPENDIXES

APPENDIX A.

<u>College</u>	<u>Year of Catalog</u>
Agnes Scott	1930-31
Albion	1931-32
Allegheny	1930-31
Amherst	1931-32
Austin	1930-31
Baldwin-Wallace	1930-31
Bates	1930-31
Bethany	1931-32
Bucknell U.	1930-31
California Christian	1931-32
Centenary	1930-31
Central	1930-31
Chattanooga U.	1931-32
Coe	1931-32
Colby	1931-32
Colgate U.	1931-32
Colorado	1930-31
Cornell	1931-32
Davidson	1930-31
Denison	1930-31
Drury	1930-31
Elmira	1930-31
Emory U.	1930-31
Emory and Henry	1930-31
Gettysburg	1930-31
Grinnell	1930-31
Grove City	1929-30
Hastings	1930-31
Hillsdale	1930-31
Illinois Wesleyan U.	1930-31
James Millikin U.	1930-31
Jamestown	1931-32
Knox	1929-30
Lafayette	1930-31
Lawrence	1931-32
Macalester	1930-31
Maryville	1930-31
Millsaps	1930-31
Morningside	1930-31
Mount Holyoke	1931-32
Mount Union	1930-31
Muhlenberg	1930-31
Nebraska Wesleyan U.	1930-31
Occidental	1931-32

<u>Colleges</u>	<u>Year of Catalog</u>
Pacific	1931-32
Park	1930-31
Phillips U.	1930-31
Pomona	1931-32
Puget Sound	1930-31
Randolph-Macon Woman's	1930-31
Redlands U.	1930-31
Southwestern	1931-32
Southwestern College	1930-31
Southwestern U.	1931-32
Susquehanna U.	1930-31
Transylvania	1930-31
Tulsa U.	1932-33
Washburn	1930-31
Wesleyan U.	1931-32
Wheaton	1930-31
Whitman	1930-31
Willamette U.	1931-32
Williams	1930-31
Wittenberg	1930-31
Wofford	1930-31
Woman's College of Alabama	1930-31
Wooster	1930-31
Yankton	1930-31

APPENDIX B.

<u>College</u>	<u>Location</u>	<u>Type</u>	<u>Enrolment</u>
Agnes Scott	Decatur, Georgia	Women	460
Albion	Albion, Michigan	Coed	805
Allegheny	Meadville, Penna.	Coed	654
Amherst	Amherst, Mass.	Men	707
Austin	Sherman, Texas	Coed	348
Baldwin-Wallace	Berea, Ohio	Coed	496
Bates	Lewiston, Maine	Coed	632
Bethany	Bethany, W. Va.	Coed	352
Bucknell U.	Lewisburg, Pa.	Coed	1,168
California Christian	Los Angeles, Cal.	Coed	410
Centenary	Shreveport, La.	Coed	657
Central	Fayette, Mo.	Coed	760
Chattanooga U.	Chattanooga, Tenn.	Coed	772
Coe	Cedar Rapids, Iowa	Coed	954
Colby	Waterville, Maine	Coed	605
Colgate U.	Hamilton, N. Y.	Men	983
Colorado	Colorado Springs, Colo.	Coed	696
Cornell	Mt. Vernon, Iowa	Coed	559
Davidson	Davidson, N.C.	Men	617
Denison U.	Granville, Ohio	Coed	769
Drury	Springfield, Mo.	Coed	473
Elmira	Elmira, N. Y.	Women	593
Emory U.	Atlanta, Georgia	Men	1,390
Emory and Henry	Emory, Virginia	Coed	417
Gettysburg	Gettysburg, Pa.	Coed	629
Grinnell	Grinnell, Iowa	Coed	690
Grove City	Grove City, Pa.	Coed	680
Hastings	Hastings, Neb.	Coed	600
Hillsdale	Hillsdale, Mich.	Coed	504
Illinois Wesleyan U.	Bloomington, Ill.	Coed	702
James Millikin U.	Decatur, Ill.	Coed	531
Jamestown	Jamestown, N.D.	Coed	507
Knox	Galesburg, Ill.	Coed	700
Lafayette	Easton, Pa.	Men	1,024
Lawrence	Appleton, Wis.	Coed	1,023
Macalester	St. Paul, Minn.	Coed	730
Maryville	Maryville, Tenn.	Coed	786
Millsaps	Jackson, Miss.	Coed	490
Morningside	Sioux City, Iowa	Coed	833
Mount Holyoke	South Hadley, Mass.	Women	1,040
Mount Union	Alliance, Ohio	Coed	532
Muhlenberg	Allentown, Pa.	Men	440

<u>College</u>	<u>Location</u>	<u>Type</u>	<u>Enrolment</u>
Nebraska Wesleyan U.	Lincoln, Nebraska	Coed	739
Occidental	Los Angeles, Cal.	Coed	759
Pacific	Stockton, Cal.	Coed	913
Park	Parkville, Mo.	Coed	520
Phillips U.	Enid, Oklahoma	Coed	544
Pomona	Claremont, Cal.	Coed	830
Puget Sound	Tacoma, Wash.	Coed	633
Randolph-Macon			
Woman's	Lynchburg, Va.	Women	829
Redlands U.	Redlands, Cal.	Coed	578
Southwestern	Memphis, Tenn.	Coed	432
Southwestern			
College	Winfield, Kansas	Coed	875
Southwestern U.	Georgetown, Texas	Coed	564
Susquehanna U.	Selinsgrove, Pa.	Coed	411
Transylvania	Lexington, Ky.	Coed	403
Tulsa U.	Tulsa, Oklahoma	Coed	622
Washburn	Topeka, Kansas.	Coed	1,056
Wesleyan U.	Middletown, Conn.	Men	607
Wheaton	Wheaton, Ill.	Coed	666
Whitman	Walla Walla, Wash.	Coed	586
Willamette U.	Salem, Oregon	Coed	550
Williams	Williamstown, Mass.	Men	820
Wittenberg	Springfield, Ohio	Coed	1,201
Wofford	Spartanburg, S. C.	Men	462
Woman's College			
of Alabama	Montgomery, Ala.	Women	416
Wooster	Wooster, Ohio	Coed	842
Yankton	Yankton, S. D.	Coed	501

APPENDIX C.

Map Showing Geographical Distribution of the Colleges Studied.

