



Philosophical Foundations CEEF6301

New Orleans Baptist Theological Seminary
Christian Education Division

Randall L. Stone, Ph.D.

Associate Professor of Christian Education,
Occupying the J. M. Frost Chair of Christian Education
Chair, Christian Education Division
Director of D.Ed.Min and Doctor of Education Programs
Associate Professor of Christian Education
rstone@nobts.edu Office: (504) 282-4455 ext.8105

Peter Copeland, Th.M.

copelandconnections@gmail.com

(504) 816-8632 (*before 9:00 p.m.*)

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to study educational philosophies that have influenced Christian education because of their respective responses to the metaphysical, epistemological and axiological questions. The study provides an investigation into the contemporary influence of alternative philosophies on the ministry of Christian education.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Theological and historical perspective:* Students will develop a personal view as they compare and contrast secular philosophies with Christian, biblical and historical positions and perspectives.
2. *Disciple making:* Principles and practices of education and underlying theories will be explored and applied to contemporary disciple making methodologies and Christian education programs.
3. *Spiritual and character formation:* Students will compose a personal philosophy of Christian education integrating the concepts, principles, and ideas introduced in this course with their own experiences.

Course Description

This course is a study of educational philosophies that have influenced Christian education because of their respective responses to the metaphysical, epistemological and axiological questions. The study provides an investigation into the contemporary influence of alternative philosophies on the ministry of Christian education.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. Apply their knowledge and comprehension of the basic philosophical questions of metaphysics, epistemology, and axiology; and knowledge of the major philosophical movements and their educational implications in order to provide a foundation for the practice of Christian Education in the church.
2. Value the study of philosophy and its implication in the practice of Christian education.
3. Be able to formalize and communicate a personal philosophy of education.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Estep, James R., Michael R. Anthony and Greg R Allison. *A Theology for Christian Education*, Nashville, TN: Broadman and Holman, 2008

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4th ed. Berrien Springs, MI: Andrews University Press, 2006

Optional Texts

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3rd. Grand Rapids, MI: Baker Academic, 2008.

Course Teaching Methodology

A variety of teaching-learning methods will be employed in this course. You will engage in personal research, presentations, and class discussions. The professor will present foundational material through lecture and interactive class experiences.

Units of Study

A THEOLOGY for CHRISTIAN EDUCATION

- Unit 1: Theology and Christian Education
- Unit 2: Biblical Principles for Christian Education
- Unit 3: Doctrinal Foundations and Christian Philosophy Pt 1
- Unit 4: Doctrinal Foundations and Christian Philosophy Pt 2
- Unit 5: Doctrinal Foundations and Christian Philosophy Pt 3
- Unit 6: The Christian Educator and Theology

PHILOSOPHY and EDUCATION

- Unit 7: Philosophic Issues in Education
- Unit 8: Philosophies and Education Pt 1
- Unit 9: Philosophies and Education Pt 2
- Unit 10: Theories of Education Pt 1
- Unit 11: Theories of Education Pt 2

PHILOSOPHY and CHRISTIAN EDUCATION

- Unit 12: A Christian Approach to Philosophy
- Unit 13: A Christian Approach to Education
- Unit 14: Refining a Personal Philosophy of Education

Assignments and Evaluation Criteria

Unless specified, all papers should be double-spaced, written according to the edition of Turabian style guide approved by the NOBTS Graduate School. Special attention should be given to footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Reading.** You will read *A Theology for Christian Education*, as well as *Philosophy and*

Education. You will be expected to discuss the content of the two text as well as incorporate ideas and principles presented in these texts into their *Personal Philosophy of Education* paper. You will also be asked to report the quantity of the text read for a numerical grade.

2. **Class Discussions and Participation.** You are expected to actively participate in class discussions. A grade will be assessed based upon attendance, attentiveness, and attitude.
3. **Philosophy Handout and Presentation.** You will prepare a 3 page handout on one of the five philosophies (to be assigned by the professor) detailed in *Philosophy and Education*. You should draw on sources beyond the primary texts. Content (2 pages) should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the philosophy. The third page should include implications for contemporary Christian education. Handouts are expected to be available to other students via discussion boards the day of the class presentation. Format does not have to be Turabian, creativity in design and layout is encouraged. You will present your findings to the class. Coordinate the presentation with the handout for this assignment. Presentations will be scheduled and completed during the on campus time. Specific instructions will be provided in the class.
4. **Educational Theory Handout and Presentation.** You will prepare a 3 page handout on one of five educational theories (to be assigned by the professor) detailed in *Philosophy and Education*. You should draw on sources beyond the primary texts. Content (2 pages) should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the theory. The third page should include implications for contemporary Christian education. Handouts are expected to be available to other students via discussion boards the day of the class presentation. Format does not have to be Turabian, creativity in design and layout is encouraged. You will present their findings to the class. Coordinate the presentation with the handout for this assignment. Presentations will be scheduled and completed during the on campus time. Specific instructions will be provided in the class.
5. **Reaction Papers.** You will also generate two 2-3 page reaction papers detailing how your assigned philosophy and theory relates to the other philosophies and theories. Analyze, compare and contrast the principle ideas.
6. **Personal Philosophy.** You will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the appropriate *Turabian* guidelines with the proper NOBTS cover page. See the guide and grading rubric included in this syllabus for further instructions.

Course Policies

Writing Assignments: Unless specified, all papers should be double-spaced, written according to the edition of Turabian style guide approved by the NOBTS Graduate School. Special attention should be given to footnotes, headings/subheadings, margins, pagination, cover page, etc.

Grading

Textbook Reading	5%
Philosophy Handout	15%
Education Theory Handout	15%
Reaction Papers 2@5%	10%
Presentations 2@10%	20%
Personal Philosophy of Education	30%
Class Discussion and Participation	5%

The course will use the NOBTS grading scale as listed below:

A	93-100
B	85-92
C	77-84
D	70-76
E	Below 70

Netiquette: Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must do the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information, so you must update each.

Correspondence with the Professors: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30 each year. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: Need technical assistance? Contact the ITC using the following contact information.

Selfserve@nobts.edu Email for technical questions/support requests with the Selfserve.nobts.edu site (access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com

ITCsupport@nobts.edu Email for general technical questions/support requests.

504.816.8180 Call for any technical questions/support requests.

www.NOBTS.edu/itc/ General NOBTS technical help information is provided on this website.

Suggested Course Schedule

<u>Class Session</u>	<u>Date</u>	<u>Topic of Study</u>
Intro	8/27	Course Introductions and Overview The Nature of Theology and Education, <i>Philosophy & Education</i> <i>A Theology for Christian Education</i>
1 A/B/C	9/3	The Nature of Theology and Education (Ch 1) What Makes Education Christian? (Ch 2) Biblical Principles for a Theology of Education (Ch 3)
2 A/B/C	9/10	Revelation, Scripture, and Christian Education (Ch 4) The Triune God and Christian Education (Ch 5) Christology and Christian Education A Christian Philosophy (Ch 6)
3 A/B/C	9/17	Pneumatology and Christian Education (Ch 7) Humanity, Sin, and Christian Education (Ch 8) Salvation, and Christian Education (Ch 9)
4 A/B/C	9/24	Ecclesiology and Christian Education (Ch 10) Toward a Theologically Informed Approach to Education (Ch 11) Conclusion: The Christian Educator and Theology

Philosophy & Education: An Introduction in Christian Perspective

5 A/B	10/1	The Nature of Philosophy and Education (Ch 1) Philosophic Issues in Education (Ch 2)
6 A/B	10/8	Traditional Philosophies and Education (Ch 3) Presentations - Idealism, Realism, Neo-Scholasticism
7A/B	10/15	Modern Philosophies and Education (Ch 4) Presentations - Pragmatism, Existentialism
8 A/B	10/29	Philosophies Review (Chs 3-4) The Post Modern Impulse /Intro to Theories of Education (Ch 5)
9A/B	11/5	Contemporary Theories of Education (Ch 6) Presentations
10 A/B	11/12	Contemporary Theories of Education (Ch 6) Presentations
11 A/B	11/19	Educational Theories Review Analytic Philosophy and Education (Ch 7)
12	12/3	A Christian Approach to Philosophy (Chs 8-9)
13	12/3	A Christian Approach to Education (Ch 10)
14	12/10	Refining a Personal Philosophy of Education
Final	12/17	Personal Philosophy Paper (Due 8am)

Philosophical Foundations CEEF 6301
Personal Philosophy of Education Guide

1 Peter 3:13-16 says, *Who is there to harm you if you prove zealous for what is good? But even if you should suffer for the sake of righteousness, you are blessed. And do not fear their intimidation, and do not be troubled, but sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence; and keep a good conscience so that in the thing in which you are slandered, those who revile your good behavior in Christ will be put to shame.*

The purpose of this work is to cause you to think through the things that you believe and to be able to make a biblical defense of those concepts. Answer each of the following questions **completely** giving scriptural proofs for your reasons. Quote the Scripture, and explain how it backs your position.

Metaphysical Questions:

1. What is ultimately real?
2. Where did the universe come from?
3. Why do we exist?

Epistemological Questions:

1. What is true?
2. Is truth relative or absolute?
3. Is knowledge subjective or objective?

Axiological Questions:

What is of value?

Ethics:

1. What is good?
2. Are ethical standards and moral values absolute or relative?
3. Does the end ever justify the means?
4. Who or what forms the basis of ethical authority?

Aesthetics:

1. What is beautiful?
2. What is “good” art? By what standard, if any, can art be labeled “beautiful” or “ugly?”
3. Does beauty inherent in the art object itself, or does the eye of the beholder supply beauty?

Educational Principles:

1. What is the purpose of education?
2. What is the role of the teacher?
3. What is the role of the learner?
4. What is the appropriate curriculum for education?

Selected Bibliography

- Aquinas, Thomas. *A Summa of the Summa: The Essential Philosophical Passages of St. Thomas Aquinas' Summa Theologica*, Peter Kreeft, ed. San Francisco: Ignatius Press, 1990.
- Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press, 1994.
- Augustine, Bishop of Hippo. *Against the Academics*, trans. by John J. O'Meara. New York: Newman Press, 1951.
- _____. *Augustine: On Education*, trans. by George Howie. Chicago: Regnery, 1969.
- _____. *The Teacher: The Free Choice of the Will. Grace and Free Will*, trans. by Robert P. Russell. Washington, D.C.: Catholic University of America Press, 1968.
- Bayles, Martha. *Hole in Our Soul: The Loss of Beauty and Meaning in American Popular Music*. New York: Free Press, 1994.
- Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Touchstone, 1996.
- Berry, Wendell. *Life is a Miracle: An Essay Against Modern Superstition*. Washington, D.C.: Counterpoint, 2000.
- Berryman, Jerome. *Godly Play: An Imaginative Approach to Religious Education*. Minneapolis: Augsburg, 1995.
- Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.
- Bowlin, John R. *Contingency and Fortune in Aquinas's Ethics*. Cambridge, NY: Cambridge University Press, 1999.
- Bowman, Locke E. *Teaching for Christian Hearts, Souls and Minds: A Constructive, Holistic Approach to Christian Education*. San Francisco: Harper & Row, 1990.
- Budde, Michael L. and John Wesley Wright. *Conflicting Allegiances: The Church-Based University in a Liberal Democratic Society*. Grand Rapids, MI: Brazos Press, 2004.
- Burgess, Harold William. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective*. Wheaton, Ill: Victor Books, 1996.
- Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.

- Byrne, Dara N. and Juan Williams. *Brown v. Board of Education: its Impact on Public Education, 1954-2004*. Brooklyn, N.Y.: Word for Word Pub. Co., 2005.
- Byrne, Herbert W. *John Wesley and Learning*. Salem, OH: Schmul Pub. Co., 1997.
- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, Mich.: Zondervan, 2004.
- Clement of Alexandria. *Christ the Educator*, trans. by Simon P. Wood. New York: Fathers of the Church, Inc., 1954.
- Coe, George Albert. *What is Christian Education?.* New York: Scribner, 1935.
- Colson, Charles, with Anne Morse. *Burden of Truth: Defending Truth in an Age of Unbelief*. Wheaton, Ill: Tyndale House, 1997.
- Colson, Charles, with Nancy Pearcey. *A Dance with Deception: Revealing the Truth Behind the Headlines*. Dallas: Word, 1993.
- Darwin, Charles. *The Origin of the Species: by Means of Natural Selection of the Preservation of Favored Races in the Struggle for Life*. New York: Hurst and Co., n.d.
- Dembski, William A., ed. *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, Ill.: InterVarsity Press, 1998.
- DeMolen, Richard L., ed. *Erasmus*. New York: St. Martin's Press, 1973.
- Dewey, John. *Education Today*. ed. by Joseph Ratner. New York: Greenwood Press, 1969.
- _____. *John Dewey: His Contribution to the American Tradition*, ed. by Irwin Edman. Indianapolis: Bobbs-Merrill, 1955.
- _____. *John Dewey on Education: Selected Writings*. ed. by Reginald D. Archambault. New York: Modern Library, 1964.
- Dockery, David S., ed. *The Challenge of Postmodernism: An Evangelical Engagement*. Grand Rapids: Baker, 1997.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman & Holman, 1995.
- Eldridge, Daryl, ed. *The Teaching Ministry of the Church: Integrating Biblical Truth and Contemporary Application*. Nashville: Broadman & Holman, 1995.
- Eliot, T. S. *Christianity and Culture*. New York: Harcourt, Brace and Jovanovich, 1968.

- Erasmus, Desiderius. *Christian Humanism and the Reformation: Selected Writings*, with *The Life of Erasmus*, by Beatus Rhenanus, ed. by John C. Olin. New York: Harper and Row, 1965.
- Feinberg, Joel and Russ Shafer-Landau. *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*, 10th ed. Belmont, CA: Wadsworth Pub., 1999.
- Frederick, Eby. *Early Protestant Educators; the Educational Writings of Martin Luther, John Calvin, and Other Leaders of Pretestant Thought*. New York: McGraw-Hill Book Company, inc., 1931.
- Freire, Paulo. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, trans. by Robert R. Barr. New York: Continuum, 1994.
- Gale, Richard M. *The Divided Self of William James*. Cambridge, NY: Cambridge University Press, 1999.
- Gangel, Kenneth O. and Warren S. Benson. *Christian Education: Its History and Philosophy*. Chicago: Moody Press, 1983.
- Gardner, Howard. *The Disciplined Mind: What all Students should Understand*. New York: Simon & Schuster, 1999.
- Geisler, Norman L., and Ronald M. Brooks. *When Skeptics Ask: A Handbook of Christian Evidence*. Wheaton, Ill.: Victor, 1998.
- Gibbs, Eugene S., ed. *A Reader in Christian Education Foundations and Basic Perspectives*. Grand Rapids: Baker Book House, 1992.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.
- Harris, Maria and Gabriel Moran. *Reshaping Religious Education: Conversations on Contemporary Practice*. Louisville, KY: Westminster John Knox Press, 1998.
- Ignatius of Loyola. *The Sjpiritual Exercises of St. Ignatius*, trans. by Anthony Mottola. New York: Image Books, 1964.
- Jacobsen, Douglas G. and Rhonda Hustedt Jacobsen. *Scholarship and Christian Faith: Enlarging the Conversation*. Oxford: Oxford University Press, 2004.
- Jaki, Stanley S. *Means to Message: A Treatise on Truth*. Grand Rapids, MI: Eerdmans Pub., 1999.
- James, William. *Talks to Teachers on Psychology and to Students on Some of Life's Ideals*. New York: Henry Holt and Co., 1905.

- _____. *The Philosophy of William James*. New York: Random House, ND.
- Johnson, Philip E. *Darwin on Trial*, 2nd ed. Downers Grove, Ill.: Inter Varsity Press, 1993.
- _____. *Defeating Darwinism: By Opening Minds*. Downers Grove, Ill.: InterVarsity Press, 1997.
- _____. *Objections Sustained: Subversive Essays on Evolution, Law, and Culture*. Downers Grove, Ill.: InterVarsity Press, 1998.
- _____. *Reason in the Balance: The Case against Naturalism in Science, Law, and Education*. Downers Grove, Ill.: InterVarsity Press, 1995.
- Kennedy, James C. and Caroline Joyce Simon. *Can Hope Endure?: A Historical Case Study in Christian Higher Education*. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2005.
- Klemke, E. D., A. David Kline, and Robert Hollinger, eds. *Philosophy: Contemporary Perspectives on Perennial Issues*, 4th ed. New York: St. Martin's Press, 1994.
- Lee, James Michael. *The Content of Religious Instruction: A Social Science Approach*. Birmingham: Religious Education Press, 1985.
- _____. *The Flow of Religious Instruction: A Social Science Approach*. Mishawaka, Ind.: Religious Education Press, 1975.
- _____. *The Shape of Religious Instruction: A Social-Science Approach*. Dayton, Ohio: Pflaum, 1971.
- Leslie, John, ed. *Modern Cosmology & Philosophy*. Amherst, NY: Prometheus Books, 1998.
- Luther, Martin. *A Short Explanation of Dr. Martin Luther's Small Chatechism*, ed. by the Evangelical Luthern Synod of Missouri, Ohio, and other states. River Forest, Ill.: Koehler Pub. Co., 1963.
- Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1994.
- Martin, Robert K. *The Incarnate Ground of Christian Faith: Towards a Christian Theological Epistemology for the Educational Ministry of the Church*. Lanham, MD: University Press of America, 1998.
- McDermott, John J., ed. *The Philosophy of John Dewey*. New York: York, Putnam Sons, 1973.

- McGreal, Ian P., ed. *Great Thinkers of the Western World: The Major Ideas and Classic Works of More than 100 Outstanding Western Philosophers, Physical and Social Scientists, Psychologists, Religious Writers, and Theologians*. New York: Harper Collins Publishers, 1992.
- Miller, Randolph Crump. *Biblical Theology and Christian Education*. New York: Scribner, 1956.
- _____. *The Clue to Christian Education*. New York: Scribner, 1950.
- _____. *Education for Christian Living*. Englewood Cliffs, N.J.: Prentice-Hall, 1956.
- _____. *The Theory of Christian Education Practice: How Theology Affects Christian Education*. Birmingham: Religious Education Press, 1980.
- Millard, Catherine. *The Rewriting of America's History*. Camp Hill, PA: Horizon House Publishers, 1991.
- Moran, Gabriel. *Religious Education as a Second Language*. Birmingham: Religious Education Press, 1989.
- _____. *Religious Education Development: Images for the Future*. Minneapolis: Winston Press, 1983.
- Mullett, Michael A. *Martin Luther*. London: Routledge, 2004.
- Myers, Ken. *All God's Children and Blue Suede Shoes: Christians and Popular Culture*. Westchester, Ill.: Crossway, 1989.
- Nash, Ronald. *The Closing of the American Heart: What's Really Wrong with America's Schools*. Dallas: Word, 1990.
- Nietzsche, Friedrich, trans. by Richard T. Gray. *Unpublished Writings from the Period of Unfashionable Observations*. Stanford, CA: Stanford University Press, 1999.
- Origen. *Origen on First Principles*, trans. by G. W. Butterworth. New York: Harper and Row, 1966.
- Paffenroth, Kim and Kevin L. Hughes, eds. *Augustine and Liberal Education*. Aldershot, England: Ashgate, 2000.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, Grand Rapids, MI: Baker Academic, 2001.
- _____. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*, 2nd ed. Grand Rapids, Michigan: Baker Book House, 1997.

- _____. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1992.
- Peterson, Michael L. *With All Your Mind: A Christian Philosophy of Education*. Notre Dame: University of Notre Dame Press, 2001.
- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, Mich.: Baker Academic, 2004.
- Rickman, H.P. *The Challenge of Philosophy*. London: Open Gate Press, 2000.
- Rousseau, Jean-Jacques. *Emile: or, On Education*, trans. by Allan Bloom. New York: Basic Books, 1979.
- Sawicki, Marianne. *The Gospel in History: Portrait of a Teaching Church: The Origins of Christian Education*. New York: Paulist Press, 1988.
- Schaeffer, Francis. *The Church at the End of the Twentieth Century: Including, the Church Before the Watching World*. Wheaton, Ill.: Crossway, 1994.
- _____. *The Complete Works of Francis A. Schaeffer: A Christian Worldview*. Westchester, Ill.: Crossway, 1982.
- Schipani, Daniel S. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.
- Schuller, David S., ed. *Rethinking Christian Education: Explorations in Theory and Practice*. St. Louis, MO: Chalice Press, 1993.
- Seymour, Jack L., ed. *Mapping Christian Education: Approaches to Congregational Learning*. Nashville: Abingdon Press, 1997.
- Shapiro, Ben. *Brainwashed: How Universities Indoctrinate America's Youth*. Nashville: WND Books, 2004.
- Sidorsky, David, ed. *John Dewey: The Essential Writings*. New York: Harper & Row, 1977.
- Sire, James W. *the Universe Next Door: A Basic Worldview Catalog*, 3rd ed. Downers Grove, Ill.: InterVarsity Press, 1997.
- Smart, Ninian. *Worldviews: Crosscultural Explorations of Human Beliefs*, 2nd ed. Englewood Cliffs, N.J.: Prentice Hall, 1995.
- Solomon, Robert C. *The Joy of Philosophy: Thinking This Versus the Passionate Life*. New York: Oxford University Press, 1999.

- Tisdell, Elizabeth J. *Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey-Bass, 2003.
- Vieth, Gene Edward. *Postmodern Times: A Christian Guide to Contemporary Thought and Culture*. Wheaton, Ill.: Crossway, 1994.
- Vieth, Gene Edward, and Andrew Kern. *Classical Education: Towards the Revival of American Schooling*. Washington, D. C.: Capital Research Center, 1997.
- Vieth, Paul H. *Teaching for Christian Living: A Practical Discussion on the Principles and Practice of Making a Curriculum for the Church School Which Shall Center in Life Experience*. St. Louis: Bethany, 1929.
- _____. *The Church School: The Organization, Administration, and Supervision of Christian Education in the Local Church*. Philadelphia: Christian Education Press, 1957.
- Vryhof, Steven C. *Between Memory and Vision: The Case for Faith-Based Schooling*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 2004.
- Westerhoff, John H., III and O. C. Edwards, Jr. eds. *A Faithful Church: Issues in the History of Catechesis*. Wilton, Conn.: Morehouse-Barlow Co., 1981.
- Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Wheaton, Ill.: Crossway, 1991.
- Wolterstorff, Nicholas, Clarence W. Joldersma, and Gloria Goris Stronks. *Educating for Shalom: Essays on Christian Higher Education*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 2004.
- Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961