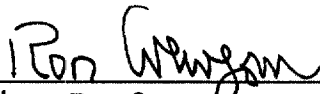
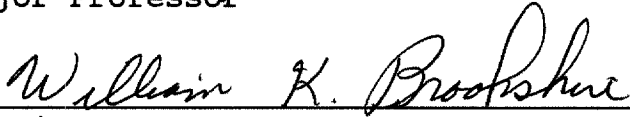


BOOKS IN RELIGIOUS ADULT EDUCATION VALUED BY
PROFESSIONAL RELIGIOUS ADULT EDUCATORS
Jim Walter, B.A., M.A., M.R.E., Ph.D.

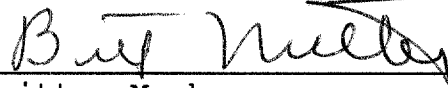
APPROVED:



Major Professor



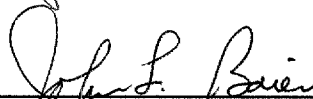
Committee Member



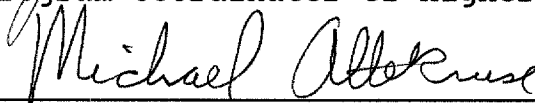
Committee Member



Committee Member



Program Coordinator of Higher Education



Chair of the Department of Counseling,
Development, and Higher Education



Dean of the College of Education



Dean of the Robert B. Toulouse School of
Graduate Studies

379
N816
No. 436

BOOKS IN RELIGIOUS ADULT EDUCATION VALUED BY
PROFESSIONAL RELIGIOUS ADULT EDUCATORS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

BY

Jim Walter, B.A., M.A., M.R.E., Ph.D.

Denton, Texas

August, 1996

Walter, Jim, Books in religious adult education valued by professional religious adult educators. Doctor of Education (Adult Education), August, 1996, 79pp., fifteen tables, references, 33 titles.

This research focused on discovering the most valued books in adult religious education through a survey of professors of adult religious education and in bibliographies of recent dissertations in adult religious education.

Three groups of adult religious educators participated in the survey: the religious adult educators who are members of the adult sections of the Association of Professors and Researchers of Religious Education and the North American Professors of Christian Education, and professors of adult religious education in Southern Baptist theological seminaries. In addition the author surveyed the adult religious education dissertation bibliographies for the period 1980-1995 to discover the most frequently cited adult religious education books.

The author developed a listing of 312 adult religious education books published in English. Then a jury of three experts in the field choose seventy-seven books which they valued. From this list the three groups of professors choose books according to three criteria: textbooks they

used in adult religious education courses, books they recommended as additional reading, and books they valued in the field.

The results indicate that these books were most valued in the field: (1) Stages of Faith: The Psychology of Human Development and the Oquest for Meaning, (2) Handbook of Adult Religious Education, (3) Faith Development and Fowler, (4) Faith Development in the Adult Life Cycle, (5) Models of Adult Religious Education Practice, (6) Foundations and Practice of Adult Religious Education, (7) The Critical Years: The Young Adult Search for a Faith to Live By,, (8) What Prevents Christian Adults from Learning?, (9) The Religious Education of Adults, (10) The Christian Educator's Handbook on Adult Education, (11) Handbook of Young Adult Religious Education, (12) Christian Religious Education, (13) Understanding Adults, and (14) Planning and Selecting Curriculum.

ACKNOWLEDGEMENTS

Many persons have made significant contributions to this study project. I am grateful to adult Sunday School leaders who have shaped my perspectives such as John Sisemore, Larry Shotwell, Earl Waldrop, Harry Piland and Lucien Coleman. The latter saw promise in my teaching skills and invited me to serve with him on the faculty of Southwestern Baptist Theological Seminary in 1985.

Over the years the faculty of the Religious Education School have encouraged me in this effort.

This project could not have been completed without the expert typing skills of my secretary, Renee Thornhill. She cheerfully and accurately typed and retyped the manuscript.

My patient and loving wife stood by me through this ten year endeavor and gave encouragement and support. It is to her that I dedicate this dissertation.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS iii

LIST OF TABLES iv

Chapter

1. INTRODUCTION TO THE PROBLEM 1

 Statement of the Problem

 The Purpose

 Research Questions

 Significance of the Study

 Definition of Terms

 Limitations

 Delimitations

 Assumptions

2. REVIEW OF THE LITERATURE 9

 Adult Education Handbooks

 Adult Education Literature

 Adult Religious Education Literature

 Conclusions

3. RESEARCH METHODOLOGY 21

 Research Design

 Procedure for Collecting Data

 Instrument

 Population

 Procedure for Analysis of Data

4. RESULTS OF THE STUDY 29

 A.P.R.R.E. Rankings

N.A.P.C.E. Rankings

Southern Baptist Professors' Rankings

Adult Religious Education Dissertation
Bibliography

Contrasting the Rankings

5. SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS,
RECOMMENDATIONS 41

 Summary of findings

 Content Emphases of Valued Books

 Conclusions

 Implications

 Recommendations

APPENDIX 48

 A. Survey cover Letter and Instrument Sent to Jury

 B. Survey Sent to Members of Adult Religious
 Education Groups

REFERENCE LIST 80

LIST OF TABLES

Table	Page
1. A.P.R.R.E. Rankings - Valued Books	31
2. A.P.R.R.E. Rankings - Recommended Books	32
3. A.P.R.R.E. Rankings - Textbooks	33
4. N.A.P.C.E. Rankings - Valued Books	34
5. N.A.P.C.E. Rankings - Recommended Books	35
6. N.A.P.C.E. Rankings - Textbooks	35
7. Southern Baptist Rankings - Textbooks	36
8. Southern Baptist Rankings - Recommended Books	37
9. Southern Baptist Rankings - Valued Books	37
10. Ranked Books in Dissertation Bibliographies	38
11. Valued Books in Adult Religious Education	39
12. List of Books Unique to A.P.R.R.E.	40
13. List of Books Unique to N.A.P.C.E.	40
14. List of Books Unique to Southern Baptist Professors	41
15. Influences of James Fowler and Malcolm Knowles on Valued Books in Adult Religious Education	45

CHAPTER 1

INTRODUCTION TO THE PROBLEM

Nearly thirty years ago the National Opinion Research Center reported that churches and synagogues had more adults involved in adult education than any other single institution. This report, Volunteers In Learning: A Study of the Educational Pursuits of American Adults indicated that the subcategory of religion, moral, and ethics "contains the largest single number (3,480,000) of persons found in any subcategory of the entire classificatory system" (Johnstone and Rivera 1965, 45).

Furthermore, Huey Long published Adult Education In Church and Synagogue as a review of selected recent literature related to: 1. participants; 2. concepts, definitions and objectives; 3. programming and; 4. personnel and instructional techniques. His review, limited to salient publications published in the recent decade, indicated that "it is possible that churches, synagogues, and temples have greater contact with more adults than any other social institution in the United States of America" (Long 1973, 1).

A third source of support for the pervasiveness of adult religious education comes from A.A. Liveright. In 1956 he wrote A Study of Adult Education In the United

States. He included the "Church and Religious Organizations" as one of the categories responsible for major adult education programs (Liveright 1956, 56).

More recently, the estimate of Catholic, Jewish and Protestant adult religious education programs involved 10 to 50 percent of the adult church membership (Beatty and Hayes 1989, 402).

Despite its numerical strength and extensive literature base, adult religious education still lacks a description of major works in its field which is similar to other areas of adult education. Why this difficulty? Long (1973, 2) suggests:

the literature concerning adult education in the church and synagogues is increasing. According to trends identified in the literature, it would seem that the volume and quantity may continue to increase during this decade; However, the publication of materials appears to be restricted to a few publishing houses, including denominational publishing houses. Such limited publication outlets may reflect the past esoteric nature of the literature. The publication situation may also contribute to limited promotion and circulation of the literature.

To some extent that paucity of literature has been rectified. Beatty and Hayes cite the works of Elias (1982), Foltz (1986), McKenzie (1982), Peterson (1984), and Vogel (1984) as recent additions to the growing literature base. They comment, "these works offer perspectives on the philosophy of adult religious education to assist leaders in understanding the adults as learners, and they offer guidelines for both designing programs and facilitating

learning" (Beatty and Hayes 1990, 402, 403).

Statement of The Problem

A listing of the valued books in adult religious education does not exist. Despite its long history and large constituency, there is not a recognized listing of valued books in this field. Therefore, this dissertation will identify a list of books in adult religious education valued by professional adult religious educators.

The Purpose

This study proposes to identify the valued books in adult religious education by professional adult religious educators.

Research Questions

1. What valued books in adult religious education can be inferred from the literature and history of adult religious education?
2. How frequently are valued books, as determined by a jury, in adult religious education cited in religious adult education dissertations in the past fifteen years?
3. How frequently are valued books, as determined by a jury, in adult religious education used as textbooks in adult religious education courses, by professional religious adult educators in three selected groups?
4. How frequently are valued books, as determined by a jury, in adult religious education used as recommended

reading in adult religious education courses, by professional religious adult educators in three selected groups?

5. How do three groups of adult religious educators differ and agree on valued books in adult religious education?

6. What content patterns exist for valued books in adult religious education?

7. What possible uses may valued books in adult religious education have for different groups of adult religious educators?

Significance of the Study

As stated above, adult religious education has a broad and diverse expression. It is a subsection of adult education as indicated in the recent Handbook of Adult and Continuing Education (Merriam and Cunningham 1989). It is also a recognized, and some would say, a necessary part of church and synagogue education. Numerous seminaries and schools which prepare students for ministry seek to introduce prospective ministers to adult religious education concepts appropriate for the church or synagogue. Churches and synagogues are recognizing growth in their adult programs. The latter half of the twentieth century is certainly filled with issues that relate to adulthood as in no other time.

However, one faces a dilemma when suggesting book lists

or bibliographies on the major works. Which are worthwhile or have stood the test of time? Which books contain the major ideas and are generally quoted by other authors? Which are important descriptors of the field? If one were to trace the history of adult religious education, which books come to mind that suggest new contributions? Which texts challenge old assumptions? Which texts are used regularly in the classroom? These questions and many more could be answered by the development of a list of valued texts in the field. Also, if key books were identified, they might engender more intensive study of the field.

Another value of this study is that it should contribute toward the development of necessary competencies needed by adult religious educators. For instance, teachers, both lay and professional would have more confidence in their study if a recognized list of valued texts were made available. In so doing, it will complement the studies by John Alford (1981) and Kirby Clark (1985).

The results of this study will provide lists of valued books in each of three population groups, as well as an overall ranking of valued books in the field. This study will also provide an analysis of the degree of concordance among religious adult educators in various settings as well as bibliographic frequency in recent dissertations in adult religious education. In so doing, libraries and other researchers can make appropriate selections for their use.

Teachers in this field will be able to improve their decision making about course content and suggested textbooks using the results of this study. This would be especially helpful for new professors and others who have teaching assignments which include adult religious education.

Finally, the results would enhance training and further education of the millions of volunteer leaders and teachers in churches and synagogues.

Definition Of Terms

Adult An adult is a person eighteen years of age and over.

Adult Religious Education Adult religious education is the process by which adults grow spiritually.

Association of Professors and Researchers in Religious Education "The Association is a society of professors and researchers in religious education in institutions of higher learning, denominational and ecumenical organizations, and other agencies" (Council of Societies for the Study of Religion 1994, 11).

Jury the enlisted panel of adult religious education experts, who select the most valued books in adult religious education.

North American Professors of Christian Education This is an organization of Christian education professors, mostly evangelical. "NAPCE exists to cultivate the personal and professional development of the Christian educator" (Wilson 1993, 7).

Valued means relative worth or importance.

Limitations

Interpretations and conclusions cannot be generalized beyond the participants, nor the dissertation bibliographies examined in this study. The findings will depend upon the response rate of the questionnaire, and the availability of dissertations. The Ed.D. and Ph.D. doctoral dissertations examined in this study include only those in adult religious education.

Delimitations

1. The focus of this research will only examine the ideas and choices for the current population and time period.

2. This study will not deal with books and dissertations in press, or that are currently in the publication process.

3. Because curriculum materials in adult religious education are so varied and difficult to acquire, they are not considered in this study.

4. The study will not include adult education of religious groups such as Moslems, Buddhists and Hindus, or other religious groups.

5. Discussion of findings is further limited to books published in the twentieth century in English in the United States and Canada.

6. The study will not include books on the religious education of adult sub-groups, such as the mentally handicapped, single and senior adults, women in ministry, or clergy education.

7. Only persons in the United States and Canada will be surveyed. Only dissertations available in the United States will be examined.

Assumptions

This study is guided by the following assumptions:

1. The leaders surveyed for this study have a knowledge of the literature of adult religious education.

2. Valued books in adult religious education have been published in English.

3. The researcher will be able to secure a sufficient number of valid responses to draw suitable conclusions. The response criteria will be a minimum of sixty-five percent.

4. The comprehensive listing of books given in the questionnaire contain the valued books in the field.

5. Participants will perceive the value of the study and will respond honestly to the questionnaire.

This chapter has introduced the study and provided its framework. The next chapter will describe the literature basis and background for the project.

CHAPTER 2

REVIEW OF THE LITERATURE

The previous chapter set the format of this study of the valued books in adult religious education. This chapter sets out the literature base in which the problem exists and reviews pertinent studies about it. The review begins with the adult education Handbooks, pertinent adult education literature, then turns to adult religious education literature. Finally, the chapter concludes with several conclusions and the need for this study from the literature review.

Adult Education Handbooks

The adult education Handbooks have served as a major milestone in reporting the status of the field of religious education. Only the 1934 edition omits a section or chapter devoted to religious adult education. In the latest Handbook (1989) the authors write about "religious institutions" in the book's subheading, "*Major* Providers of Educational Programs of Adults." (p. xi) (*Italics, author*).

One research plan would be to analyze the citations reflected in the Handbook series. However, this would reflect only a limited viewpoint, perhaps six or seven writers, so this approach was discarded.

literature in the 1960 Handbook:

Whereas twenty-five years ago there was very little material other than standard adult Sunday school lessons, there are now handbooks, planning guides, special course materials, and monthly and quarterly adult magazines, all devoted to adult religious education problem from 'how to learn' to 'what to study.' The next ten years will see a continued increase in the volume-and hopefully-in the quality and depth of such material, (1960, 362).

In the current Adult Handbook, (1989) Susan Imel wrote about the adult education field's literature and information sources. Despite the prominence attached to the adult religious education and systems, there was no mention of religious adult education materials, books, or periodicals. This leaves one with the impression that the religious field is overlooked by adult researchers or there is no standard reference piece on adult religious education. Another possibility is that the literature which has been published is not in wide circulation. Of course, all these elements could combine to form this dilemma.

Adult Education Literature

How does one discover the key texts in a field of study? One approach is through citation patterns. For instance, Roger Boshier and Lynette Pickard (1979) studied citation patterns in Adult Education for the years 1968-1977. Their judges classified the references as primary or secondary sources. The most frequently cited authors were Malcolm Knowles, Cyril Houle, Roger Boshier and Coolie Verner. And the most frequently cited publication was

Johnstone and Rivera's Volunteers for Learning. The authors concluded that the field of adult education does indeed have a body of knowledge.

Huey Long (1977) investigated the publication activity of selected adult education professors in 1972. He discovered that these professors identified Adult Education and Adult Leadership as very important outlets and their publishing record varied widely both as to frequency and type of periodicals.

Two presentations focused on the Adult Education Research Conference relating to this issue. Huey Long (1983) analyzed all research papers at the Adult Education Research Conferences 1971-1980. He classified them according to research procedures and topics. Ingrid Pipke (1984) studied the accepted and rejected research conference abstracts for the years 1978-1980. With the use of a 41 item instrument, she determined the internal content characteristics and the research processes of accepted and rejected abstracts.

Yet another approach to discovering key books is to take a segment of the field and determine the publication patterns. For instance, Sork and Buskey (1986) studied the program planning literature from 1950-1983. They used the familiar Consumer Reports rating process to summarize their findings, and grouped the 93 publications according to the planning context. In a similar fashion, Bradley Courtney

(1990) used a revised form of the Sork and Buskey framework to analyze 75 books, articles and monographs in the adult education administration literature.

William Griffith (1989) selected six books which would be helpful for adult education teachers. His focus was on practical advice and he consulted members of the Commission of Professors of Adult Education, book reviews, and the Coolie Verner Memorial Collection at the University of British Columbia. Ralph Brockett (1990) investigated the ways adult education professors contribute to their professional literature and what those professional patterns were. Of interest to this study is the fact that adult education professors selected the following eight journals as most useful, in order of preference:

Adult Education Quarterly, Lifelong Learning, Training and Development Journal, Convergence, International Journal of Lifelong Education, Educational Gerontology, Training/HRD, Adult Literacy and Basic Education.

One of the earliest listings of recommended books in adult religious education occurs in The Literature of Adult Education by Beals (1941). The distinctive general adult religious education books he recommends are: Everett R. Clinchy, All in the Name of God; Bernard Meland, Church and Adult Education; Benjamin Winchester, Church and Adult Education; and Basil Yeaxlee, Spiritual Values in Adult Education. He further suggests one Roman Catholic book,

Catholic Church and Adult Education, by Malcolm MacLean, and one book on Jewish adult religious education, Adult Education in Judaism, by Hyman Enelow. Beals suggests several Protestant sources: Adult Learning In the Church, The Purpose, the Method, and Courses of Study for a Program of Adult Study by Frederick Fagley; Young Adults and the Church by Jessie Charters; Protestant Church as a Social Institution by Harlan Douglass and Edmund deS. Brunner; Teaching Church at Work by Cyril Hudson; Church and Society by Ernest Johnson; Way of Adult Education by Earl Zeigler; Protestant Cooperation in American Cities by Harlan Douglas; Urban Organization of Protestantism by Wilbur Hallenbeck; Community Organization in Religious Education by Hugh Hartshorne et. al.; and Church Education for Family Life by Blanche Carrier.

As part of the Kellogg Project, Roger Hiemstra, Albert Mgulambwa and Brent Snow engaged in a research project designed to identify the most important publications in the adult education field. They developed a final list of 393 sources and sent them to 400 persons in North America. Twenty books emerged as having "high value" of the vast number of sources, but only three related to adult religious education. They were, in order of their value - highest to lowest: John Elias, The Foundations and Practice of Adult Religious Education; J.R. Fry, A Hard Look At Adult Christian Education; and B.A. Yeaxlee, Spiritual Values in

Adult Education.Adult Religious Education Literature

From time to time writers have collected lists of preferred text books in religious education and specifically adult religious education. One example is a listing found in the International Journal of Religious Education (Gable, 1959). Four books are suggested: Christian Education of Adults, by Earl Zeigler, Design for Adult Education in the Church, by Paul Bergevin and John McKinley, Dynamics of Christian Adult Education by Robert Clemmons, and The Young Adult Idea Book, by the Board of Parish Education of the United Lutheran Church in America. Another instance is the Review and Expositor (1964), journal of The Southern Baptist Theological Seminary, which listed a religious education bibliography. Six books were mentioned under the heading, adult education: Design for Adult Education in the Church by Bergevin and McKinley; Becoming the Complete Adult edited by Simon Doniger; A Philosophy of Adult Christian Education by David Ernsberger; How Adults Learn by J.R. Kidd; The Meaning of Adult Education by Eduard Lindeman; and Wider Horizons in Christian Adult Education by Lawrence Little. Other books relating to adult religious education appeared under the headings of "Group Processes," "Teaching" and "Religion in Higher Education."

The faculty of Southwestern Baptist Theological Seminary selected (1972) books that were useful in Christian

ministry. Under the heading, adult religious education the author suggests eight books: A Philosophy for Adult Education, by Paul Bergevin, Adult Psychology, by Ledford Bischof, Education for Churchmanship (sic) by Robert Clemons, Understanding Adults by Lucien Coleman, A Hard Look at Adult Education In the Church, by John Fry, The Adult Education Movement in the United States, by Malcolm Knowles, Guiding Adults, by James Williams and Christian Education of Adults, by Earl Zeigler.

John Elias (1982) sees adult religious education as a sub-field of adult education. In the introduction to The Foundations and Practice of Adult Religious Education he cites six authors who have published valuable books for program planning. They are: Westerhoff, Will Our Children Have Faith?; Gabriel Moran, Education Towards Adulthood: Religion and Lifelong Learning; Stages of Faith, by James Fowler; Program Planning for Christian Adult Education by J. Schaefer, and Adult Religious Education, by Leon McKenzie. He concluded that, "a body of serious literature is now available for examination and assessment"(1973, 4). He recommended five books on teaching techniques which would improve adult religious education: Apps, How to Improve Adult Education In the Church; Bergevin and McKinley, Adult Education for the Church; Bergevin, Morris and Smith, Adult Education Procedures; Kempes, Planning Lay Education; and Minor, Creative Procedures for Adult Groups.

Perhaps the most extensive discussion of this research question is by Cyril Houle in The Literature of Adult Education (1992). He recommended the following adult religious education books: John L. Elias, The Foundations and Practice of Adult Religious Education; Basil Yeaxlee, Spiritual Values in Adult Education; Randolph Crump Miller, Education for Christian Living; Lawrence Little, The Future Course of Christian Adult Education; Lawrence Little, Wider Horizons in Christian Adult Education; Helen Khoobyar, Facing Adult Problems in Christian Education; Gabriel Moran, Education Toward Adulthood: Religion and Lifelong Learning; Leon McKenize, The Religious Education of Adults; Nancy Foltz, Handbook of Adult Religious Education; Linda J. Vogel, Teaching Through Religious Education; Bernard Meland, The Church and Adult Education; Robert S. Clemmons, Dynamics of Christian Adult Education; John R. Fry, A Hard Look at Adult Christian Education; Paul Bergevin and John McKinley, Design for Adult Education in the Church, Robert Havighurst, The Education Mission of the Church; Jerold Apps, How to Improve Adult Education in Your Church; Gilbert Peterson, The Christian Education of Adults; Linda J. Vogel, The Religious Education of Older Adults; Israel M. Goldman, Lifelong Learning Among Jews: Adult Education in Judaism from Biblical Times to the Twentieth Century; Malcolm MacLellan, The Catholic Church and Adult Education; Sebastian Miklas, Principles and Problems of Catholic Adult Education.

The Association of Professors and Researchers in Religious Education - APRRE conducted a survey of their membership to discover "what books and articles the APRRE membership at large would consider the most important in current research" (1987, 143). Their results indicated forty-eight important references, including two that were specifically in the adult arena: Dialectical Thinking and Adult Development by Michael Basseches and The Critical Years: The Young Adult Search for a Faith to Live By, written by Sharon Parks. At the article's conclusion, the authors ask "one might begin to wonder who are the cutting edge figures in religious education for those involved in basic research in religious education, and who are the foundational figures of religious education for those who are primarily readers of the basic research-and how they might compare" (1987, 149).

John Elias revised his text, The Foundations and Practice of Adult Religious Education in 1993. He devoted the final chapter to a bibliographic essay on the preceding decade, 1982-1992. His references are too numerous to list here. However, he arranges his discussion in six areas: works of a general or comprehensive nature, context of adult religious education, adult development, adult learning, theological approaches to adult religious education, and teaching adults (Elias 1993, 279-298).

Trenton R. Ferro, Co-Chair of the Religious Adult

Education Unit of the American Association for Adult and Continuing Education published the Adult Religious Education Bibliography (1992). He described the literature under ten categories: (1) Adult Religious Education-General, (2) Adult Faith Development, (3) Adult Learning and Adults as Learners, (4) History and Biography, (5) Leadership Development of Teachers of Adults, (6) Methods, Materials and Media, (7) Organization and Administration of Adult Religious Education, (8) Program Planning, Development, Implementation, and Evaluation, (9) Special Audiences and Concern, and (10) Theory, Theology/Philosophy and Research. His listing included dissertations, books and periodical literature.

Another approach to ascertaining the literature is through the Library of Congress classification. The system lists four sections in which most adult religious education are to be found: BL 42 Religious Education-General Works; BV1488 Religious Education of Adults; BV 1550 Adult Sunday School; BV4446 Church Work With Young Adults.

Conclusions

Several conclusions emerge from this brief overview of suggested books in adult religious education. First, writers have attempted to catalogue books in the field, following religious and/or adult education categories. Second, certain authors have listed preferred, recognized or valued books in the field for several decades. Third, books

in adult religious education have appeared in listings of significant books in the field of adult education. Fourth, several writers have developed lists of preferred or significant books in the adult education field, but not in adult religious education. Fifth, many authors cite books which focus on general religious education. Admittedly, this poses a problem for this study when determining a certified list of books in the field from which scholars may choose. Sixth, most books in the religious adult education literature are based on professional judgement, rather than research procedures.

However the aforementioned lists in adult religious education appear to have several deficiencies. They were not sufficiently comprehensive of all existing books in the field. Also they usually reflected the view of one person. Finally, they did not compare and contrast the valued books of several groups of adult religious educators, nor bibliographic citations. All these findings indicate a need for a contemporary listing of valued books in the field from contemporary scholars and leaders in the field of adult religious education.

Now that the problem has been set in the context of a literature search, a description of the research procedures is in order.

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapters set out the research problem and the literature review. This portion of the report details the research procedures, and the data collection process.

Research Design

This study is a descriptive research design which uses a survey questionnaire and bibliographic research to identify the most valued books in adult religious education.

Procedure For Collecting Data

The Religious Adult Education Panel

The compilation of the population of books in adult religious education yielded 312 entries. In survey form, the large number of books would have been a formidable barrier for all members of the population to complete. Instead, a jury panel, consisting of three highly regarded adult religious educators reduced the number of surveyed books to those whom they consider to be valued books in adult religious education. Only those books they select as valued were included in the survey and dissertation bibliography study. The invitation letter, directories, and initial list of books are listed in appendix A.

books in adult religious education. The first panelist was Dr. Lucien Coleman, retired professor of adult education at Southwestern Baptist Theological Seminary and The Southern Baptist Theological Seminary. Dr. Coleman received the Ed.D. from The Southern Baptist Theological Seminary in Louisville, Kentucky. He has vast experience with Southern Baptist religious education, having written ten books in the field and served most of his professional life as a teacher of religious education in two Southern Baptist seminaries.

The second panel member was Dr. Kenneth Stokes, Executive Director of Adult Faith Resources. He is the former Director of the Faith Development in the Adult Life Cycle Research Project and is presently Adjunct Professor of Adult Development and Learning, College of St. Thomas School of Divinity. His Ph.D. in adult education is from the University of Chicago and he wrote the chapter on adult religious education in the 1970 Handbook of Adult Education.

Dr. Michael J. Anthony was the third person on the panel. He presently chairs the Department of Christian Education at Talbot School of Theology, Biola University. His Ph.D. is from Southwestern Baptist Theological Seminary and he is active in the North American Professors of Christian Education organization.

The jury process reduced the number of books from a population of 312 to seventy seven. Members of the three adult education groups received this survey, a copy of which

is in Appendix B. They in turn indicated which books they have chosen as textbooks in adult religious education courses. They marked those books which they considered required reading in adult religious education courses, and books they valued in the field.

The Survey

The three groups were as follows: the members of the Adult Education Task Force of the Association of Professors and Researchers in Adult Religious Education and the Adult Education Network Group of the North American Professors of Christian Education and the professors of adult religious education in the six Southern Baptist theological seminaries. This approach covered the spectrum of the academic field of adult religious educators-Jewish, Roman Catholic, mainline Protestantism, Southern Baptist, fundamentalist and evangelical.

The decision to use a survey approach deserves further justification. Dickinson and Blunt (1982, 50) observe that

much of the substantive knowledge in the emerging discipline of adult education has been acquired in the past twenty years and has been concerned with the extent and nature of adult education as a field of practice. An inevitable consequence of this emphasis has been the predominance of survey methods over research methods.

Furthermore, Dickinson and Russell (1971) analyzed the content of Adult Education between 1950 and 1970 and concluded earlier research reported in this journal was almost entirely survey methodology. Later volumes had less

dependence on this technique. However, 86.4% of all research articles in this time period used either description or analytical surveys. More recently (1988) Barbara Le Grand studied adult education dissertations as to their primary methodologies. Survey methodology topped the list of nine categories with 47.6%. There are of course, problems with survey research. Poorly designed instruments, unclear instructions, and low response rate plague even the well prepared survey. It tends not to have a rigorous statistical basis, and complications arise when generalizations are attempted. Nevertheless, survey methodology is a basic research plan and can be the source for more comprehensive studies. It is still a valid approach.

The survey was mailed along with a cover letter, to the entire population in the three groups. It was estimated that there would be a total of twenty-five participants.

There was no limit placed on the number of books selected. The intent was to obtain an understanding of the value of various books based on how many respondents judged them to be of value, rather than to force some sort of rating or ranking. Rankings were obtained by tabulating the number of times each book was selected.

The titles for the dissertation study reflected a variety of academic efforts, doctor of ministry projects, masters theses, doctor of education dissertations and doctor of philosophy dissertations. The decision was made to

include only Ed.D. and Ph.D. dissertations for uniformity's sake. This decision reduced the titles from 105 to seventy-one. These dissertations were requested through inter-library loan through Southwestern Baptist Theological Seminary in September, 1995. By February 1, 1996, thirty-nine dissertations had arrived and were tabulated. These dissertation bibliographies served as the database.

Professional judgment is a common means to determine valued works in a field. It should be noted that "valued" may not mean significant. Some persons are not familiar with the classic books in the field, nor may they be available to him/her. Professors may not always study the significant books in their professional training. Moreover, some professors may teach in fields beyond their major in doctoral work. The only books which they valued may be those with which they are familiar, or use regularly. Despite these limitations, the study seems warranted, particularly as it balances the choices of current professors and researchers with preferred citations in adult religious education dissertations.

Bibliographic Citation Comparison

The second part of the research was a bibliographic search of adult religious education dissertations since 1980. A computer search using term, "adult religious education" and other terms yielded 105 dissertations. The author made a manual search of the bibliographies of thirty-

nine of these dissertations to discover the most valued books in adult religious education when referenced to the list developed by the jury (See Appendix B). "Valued" in this case meant the citation frequency of books in adult religious education which appear in the dissertation bibliographies.

Research Process

The instrument and its cover letter were mailed to the three population groups in the fall, 1995. Dissertation research was also conducted during fall, 1995.

The tabulation process consisted of recording the responses of the various group according to valued books, recommended reading and textbook preferences. This tabulation resulted in group data with ranking of up to ten books.

Following the identification of the valued books in adult religious education the author analyzed their respective content patterns. That is, what issues or subjects are dealt with in these books? What are their similarities and differences? What uses are being made of the books and how could they be used? Which groups of adult religious educators would prefer certain books?

Instrument

The initial instrument of 312 books consisted of a list of books compiled from several sources (See Appendix A).

1. Listing of books in the Library of Congress under heading of "religious adult education."

2. Books cited and identified in the various editions of the Handbook series.

3. Books on the topic available in the Roberts Library, Southwestern Baptist Theological Seminary, Fort Worth, Texas.

4. The personal library of the author who is Professor of Adult Education, Southwestern Baptist Theological Seminary, Fort Worth, Texas. He also co-chairs the Religious Adult Education Unit of the American Association for Adult and Continuing Education.

5. Course syllabi from professors affiliated with the North American Professors of Christian Education who teach religious adult education classes.

6. The bibliography compiled by Trenton Ferro for the Religious Education Association meeting in 1992.

Because of its size, a jury of three adult religious education experts identified seventy-seven books which they considered to be valued. These books constituted the survey instrument (See Appendix B).

Population

Three population groups and their membership participated in this study:

1. Members of the North American Professors of Christian Education's Adult Education Network Group.

2. Members of the Adult Education Task Force of the Association of Professors and Researchers in Religious Education.

3. Southern Baptist professors of adult religious education in the six Southern Baptist Convention seminaries.

Procedure For Analysis Of the Data

The analysis of the data received from the questionnaires followed the research questions. The first group of tables present the findings of each of the three groups. The second group of tables presented the listing of books by overall frequency. Further analysis of the data consisted of denominational focus (if any), Library of Congress numbers, and whether the books focused on a professional or lay audience. Finally the results of the bibliographic search were described and compared with the surveys. A concluding note described evident trends and issues in valued books in adult religious education.

CHAPTER 4

RESULTS OF THE STUDY

A jury of three religious adult education authorities selected seventy-seven books which they considered to be of value. Then three groups of professors of adult religious education responded to this list. The findings of the study begin with results from the Association of Professors and Researchers in Religious Education, followed by the North American Professors of Christian Education, then Southern Baptist professors of adult education. The chapter concludes with the results of the dissertation bibliography search.

A.P.R.R.E. Rankings

Seven members of the Adult Network of the Association of Professors and Researchers in Religious Education ranked the books in three categories: valued, as recommended reading, and textbooks used in adult religious education classes. The results are as follows.

Table 1 -- Valued Books in Adult Religious Education

n	Ranking	Title
6	1	<u>Faith Development in the Adult Life Cycle: The Report of a Research Project</u>
5	2	<u>Faith Development and Fowler</u>

4	4	<u>Teaching for Faith: A Guide for Teachers of Adult Classes</u>
4	5	<u>The Critical Years: The Young Adult Search for a Faith to Live by</u>
4	6	<u>Faith Development in the Adult Life Cycle</u>
4	7	<u>Models of Adult Religious Education Practice</u>

The books in this list represent publication dates only in the last two decades, a pattern followed in the remainder of the selections.

Table 2 -- Recommended Books in Adult Religious Education

n	Ranking	Title
3	1	<u>Handbook of Adult Religious Education</u>
3	2	<u>Stages of Faith: The Psychology of Human Development and the Quest for Meaning</u>
3	3	<u>The Religious Education of Adults</u>
3	4	<u>Faith Development in the Adult Life Cycle</u>
3	5	<u>Faith is a Verb: The Dynamics of Adult Faith Development</u>
2	6	<u>Handbook of Young Adult Religious Education</u>
2	7	<u>Planning and Selecting Curriculum for Christian Education</u>
2	8	<u>Faith Passages and Patterns</u>
2	9	<u>Faith Development and Fowler</u>
2	10	<u>The Foundations and Practice of Adult Religious Education</u>
2	11	<u>Adult Education and Theological Interpretations</u>
2	12	<u>Teaching for Faith</u>

As is evident, there were few differences in the top

ten recommended books, with five books receiving three selections and seven which received two selections.

Table 3 -- Textbooks in Adult Religious Education

n	Ranking	Title
5	1	<u>Christian Religious Education: Sharing our Story and Vision</u>
4	2	<u>What Prevents Christian Adults from Learning?</u>
3	3	<u>Stages of Faith: The Psychology of Human Development and the Oquest for Meaning</u>
3	4	<u>Teaching for Faith: A Guide for Teachers of Adult Classes</u>
3	5	<u>Teaching and Learning in Communities of Faith: Empowering Adults Through Religious Education</u>
2	6	<u>Faith Development and Fowler</u>
2	7	<u>The Foundations and Practice of Adult Religious Education</u>
2	8	<u>Becoming Adult, Becoming Christian: Adult Development and Christian Faith</u>
2	9	<u>The Critical Years: The Young Adult Search for a Faith to Live by</u>
2	10	<u>Models of Adult Religious Education Practice</u>

More than likely professors chose these books which were in print and which their students could purchase. Consequently, these selections represent the most recent choices. The first selection relates to the general field of religious education, not exclusively to adults.

N.A.P.C.E. Rankings

Nine members of the Adult Education Network Group of the North American Professors of Christian Education choose the following books as valued, recommended reading, and as textbooks.

Table 4 -- Valued Books in Adult Religious Education

n	Ranking	Title
6	1	<u>Stages of Faith: The Psychology of Human Development and the Quest for Meaning</u>
6	2	<u>The Christian Educator's Handbook on Adult Education</u>
5	3	<u>Becoming Adult, Becoming Christian: Adult Development and Christian Faith</u>
4	4	<u>Faith Development and Pastoral Care</u>
4	5	<u>Christian Religious Education: Sharing our Story and Vision</u>
4	6	<u>Helping Adults Grow: Adult Formation and Discipleship in the Local Church</u>
4	7	<u>Transition: The Stages of Adult Life</u>
3	8	<u>Handbook of Young Adult Religious Education</u>
3	9	<u>Understanding Adults</u>
3	10	<u>Planning and Selecting Curriculum for Christian Education</u>
3	11	<u>The Critical Years: The Young Adult Search for a Faith to Live by</u>

The Christian Education professors chose many of the books as the A.P.R.R.E., professors.

Table 5 -- Recommended Books in Adult Religious Education

n	Ranking	Title
2	1	<u>Handbook of Young Adult Religious Education</u>
2	2	<u>The Foundations and Practice of Adult Religious Education</u>
2	3	<u>Stages of Faith: The Psychology of Human Development and the Oquest for Meaning</u>
2	4	<u>The Educational Mission of the Church</u>
2	5	<u>A Church Ministering to Adults</u>

Once again, as was true of A.P.R.R.E group, there was only a small difference in responses for the ten recommended books. All had recent publishing dates. Sixteen books received one selection.

Table 6 -- Textbooks in Adult Religious Education

n	Ranking	Title
5	1	<u>Transitions Through Adult Life</u>
3	2	<u>The Christian Educator's Handbook on Adult Education</u>
2	3	<u>Handbook of Adult Religious Education</u>
2	4	<u>The Christian Education of Adults</u>
2	5	<u>A Church Ministering to Adults</u>

Several books received one selection. Transitions represents a Christian psychology of adulthood, not a book on adult religious education as such. Charles Sell's books, Transitions Through Adult Life and Transition: Stages of

Adult Life have identical content but are published by different companies. Four books, numbers 1, 2, 9, 10 reflect the distinctive approaches of evangelical adult Christian education.

Southern Baptist Professors' Rankings

Five of the six Southern Baptist professors of adult religious education ranked the following books as valued, recommended reading, and as textbooks.

Table 7 -- Textbooks in Adult Religious Education

n	Ranking	Title
3	1	<u>A Church Ministering to Adults</u>
2	2	<u>Handbook of Adult Religious Education</u>
2	3	<u>The Christian Educators Handbook on Adult Education</u>
2	4	<u>Models of Adult Religious Education Practice</u>

This listing is abbreviated because of the low response rate. Ten books received one textbook mark each. It is noteworthy that among the ranked books by Southern Baptists, only one book (Stubblefield, A Church Ministering...) is published by Southern Baptists and is now out of print.

Table 8 -- Recommended Books in Adult Religious Education

n	Ranking	Title
4	1	<u>Handbook of Adult Religious Education</u>

3	2	<u>Developing Faith in Young Adults</u>
3	3	<u>What Prevents Christian Adults from Learning?</u>
3	4	<u>Faith Development in the Adult Life Cycle</u>
2	5	<u>Adult Education in the Church</u>
2	6	<u>Design for Adult Education in the Church</u>
2	7	<u>Understanding Adults</u>
2	8	<u>Understanding Today's Adults</u>
2	9	<u>Faith Development and Fowler</u>
2	10	<u>Adult Education for the Church</u>
2	11	<u>Design for Adult Education in the Church</u>

Understanding Today's Adults by Lucien Coleman is an update (1982) of Understanding Adults published in 1969. Once again there is little difference in the rankings.

Table 9 -- Valued books in Adult Religious Education

n	Ranking	Title
3	1	<u>The Miracle of Dialogue</u>
3	2	<u>Wider Horizons in Christian Adult Education</u>
3	3	<u>Adult Education in the Church</u>
2	4	<u>How to Improve Adult Education in Your Church</u>
2	5	<u>Understanding Adults</u>
2	6	<u>A Theology of the Laity</u>
2	7	<u>The Religious Education of Adults</u>
2	8	<u>Called to Commitment</u>
2	9	<u>Models of Adult Religious Education Practice</u>
2	10	<u>Planning and Selecting Curriculum</u>
2	11	<u>Who are We?</u>

This table reflects new additions to the listings, particularly items 1, 2, 6, 8, and 11.

Adult Religious Education Dissertation
Bibliographic Search

A study of the bibliographies of thirty-nine dissertations in adult religious education yielded the following ranked books.

Table 10 -- Ranked Books in Dissertation Bibliographies

n	Ranking	Title
15	1	<u>Stages of Faith: The Psychology of Human Development and the Quest for Meaning</u>
14	2	<u>The Foundations and Practice of Adult Religious Education</u>
13	3	<u>The Religious Education of Adults</u>
11	4	<u>Christian Religious Education: Sharing Our Story and Vision</u>
8	5	<u>Becoming Adult, Becoming Christian</u>
8	6	<u>Program Planning for Adult Christian Education</u>
8	7	<u>Faith Development in the Adult Life Cycle</u>
8	8	<u>A Church Ministering to Adults</u>
6	9	<u>Christian Life Patterns: The Psychological Challenges and Religious Invitations of Adult Life</u>
4	10	<u>How to Improve Adult Education in Your Church</u>

The following table lists books which appeared most

frequently on the previous ten tables.

Table 11 -- Valued Books in Adult Religious Education Based on a Compilation of Data

Rank	List	Title
1	5	<u>Stages of Faith: The Psychology of Human Development</u>
2	4	<u>Handbook of Adult Religious Education</u>
3	4	<u>Faith Development and Fowler</u>
6	4	<u>Faith Development in the Adult Life Cycle</u>
8	4	<u>Models of Adult Religious Education Practice</u>
4	3	<u>Foundations and Practice of Adult Religious Education</u>
5	3	<u>The Critical Years: The Young Adult Search for a Faith to Live By</u>
7	3	<u>What Prevents Christian Adults from Learning?</u>
9	3	<u>The Religious Education of Adults</u>
10	3	<u>The Christian Educator's Handbook on Adult Education</u>
11	3	<u>Handbook of Young Adult Religious Education</u>
12	3	<u>Christian Religious Education</u>
13	3	<u>Understanding Adults</u>
14	3	<u>Planning and Selecting Curriculum</u>

This list, then represents the most valued books in adult religious education according to this study. A portion of the next chapter will describe the content patterns and themes of these books.

Contrasting the Rankings

The fifth research question asks how do three groups of adult religious educators differ and agree on valued books in adult religious education? Which books appeared only in the A.P.R.R.E. lists and not on the Southern Baptist, nor N.A.P.C.E.? The following list indicates the books unique to the A.P.R.R.E. group.

Table 12 -- List of Books Unique to A.P.R.R.E

<u>Faith is a Verb: The Dynamics of Adult Faith Development</u>
<u>Faith Passages and Patterns</u>
<u>Teaching and Learning in Communities of Faith: Empowering Adults Through Religious Education</u>
<u>Teaching for Faith: A Guide for Teachers of Adult Classes</u>
<u>Adult Education and Theological Interpretations</u>
<u>Teaching and Learning in Communities of Faith: Empowering Adults through Religious Education</u>

Which books appeared only in the N.A.P.C.E. lists and not on the Southern Baptist nor A.P.R.R.E. lists?

Table 13 -- Alphabetized List of Books Unique to N.A.P.C.E.

<u>Faith Development and Pastoral Care</u>
<u>Transition: The Stages of Adult Life</u>
<u>Faith and Crisis in the Stages of Life</u>
<u>The Christian Education of Adults</u>
<u>Family Ministry</u>

<u>Helping Adults Grow: Adult Formation and Discipleship in the Local Church</u>
<u>The Educational Mission of the Church</u>
<u>Transitions Through Adult Life</u>

What books appeared only on the Southern Baptist list and not on the A.P.R.R.E. or N.A.P.C.E. lists?

Table 14 -- List of Books Unique to Southern Baptist Adult Education Professors

<u>Understanding Today's Adults</u>
<u>The Miracle of Dialogue</u>
<u>A Theology of the Laity</u>
<u>Developing Faith in Young Adults</u>
<u>Design for Adult Education in the Church</u>
<u>Wider Horizons in Christian Adult Education</u>
<u>Adult Education in the Church</u>
<u>Learning is Change</u>
<u>Adult Education in the Church: The Indiana Plan</u>

Of interest in this listing is that only one title, Understanding Today's Adults, is written by and for Southern Baptists.

This chapter has reported on the results on the study of valued books in adult religious education. The dissertation research questions outlined its design. The next portion of the report will summarize the findings and compare the contents of valued books in adult religious

education.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The study of valued books in adult religious education resulted in a list of thirteen books which were valued in a survey of professional adult religious educators and dissertation bibliographies.

The reader may find it instructive to compare the listing in Table 11 to the various listings in the literature review in Chapter 2. This chapter will summarize the findings, trace thematic elements through the books, draw conclusions based upon the findings and present implications.

Summary of Findings

This research effort focused on discovering the most valued books in adult religious education through a survey of professors of adult religious education and bibliographies of recent dissertations in adult religious education. The results indicate that these books were valued in the field: Stages of Faith: The Psychology of Human Development and the Quest for Meaning, Handbook of Adult Religious Education, Faith Development and Fowler, Faith Development in the Adult Life Cycle, Models of Adult

Adults from Learning?, The Religious Education of Adults, The Christian Educator's Handbook on Adult Education, Handbook of Young Adult Religious Education, Christian Religious Education, Understanding Adults, and Planning and Selecting Curriculum. Religious Education Press published five books, the most of any one publisher.

A Thematic Analysis of Valued Books in Adult Religious Education

The thirteen books which appeared on the list of valued books, (Table 11) show some remarkable similarities and differences.

All of the books except Understanding Adults were published since 1981. There are several possibilities for this phenomena. Perhaps in the estimation of the professors there were no significant books published prior to this year. Another possibility suggests that these professors did not study adult religious education books prior to these years in their graduate study. Or, they did not major in adult religious education in graduate school.

Given that the most valued religious adult education books are recently published, John Elias' ten year biographic essay identified most of the books considered valuable by religious adult educators. His comments are pertinent to this discussion.

When this book was first published, it was rather easy to be familiar with the major writings in the field of adult religious education. In the last ten years, however, many excellent works have appeared on this

subject. In this bibliographic essay it is my intent to comment on what are considered the chief contributions to adult religious education in the past decade. (Elias 1993, 279)

What follows in his narrative is a rather broad listing of significant books which have appeared in the last decade. Seven of the fourteen valued books in adult religious education from this study also appear in his discussion. Two books appeared after his text was published: The Christian Educator's Handbook on Adult Education and Handbook of Young Adult Religious Education. Two other books, Understanding Adults and Models of Adult Religious Education Practice did not appear in his essay. The remaining book, Christian Religious Education (1981) is discussed in his earlier text.

James Fowler and Malcolm Knowles have strongly influenced the content of the valued books as the following table indicates.

Table 12 - Influences of James Fowler and Malcolm Knowles on Valued Books in Adult Religious Education

James Fowler	Malcolm Knowles
<u>Stages of Faith</u> (author)	<u>Handbook of Adult Religious Education</u>
<u>Faith Development and Fowler</u>	<u>Foundations and Practice of Adult Religious Education</u>
<u>The Critical Years: The Young Adult Search for a Faith to Live By</u>	<u>Faith Development in the Adult Life Cycle</u>
<u>Faith Development and the Adult Life Cycle</u>	<u>Models of Adult Religious Education Practice</u>

	<u>The Christian Educator's Handbook on Adult Education</u>
	<u>The Religious Education of Adults</u>

Four books present a programming approach to adult religious education and are thus useful for adult educators at the church level: Handbook of Adult Religious Education; Models of Adult Religious Education Practice; The Religious Education of Adults and Handbook of Young Adult Religious Education.

Valued books are not likely to provide content on religious education curriculum or literature. Some texts, however, give guidelines for curriculum selection.

Another deduction from the findings indicates that eleven of the thirteen books strongly relate to mainline denominations and the Roman Catholic church. The Christian Educator's Handbook on Adult Education and Understanding Adults are designed for the evangelical and Southern Baptist constituency, respectively.

Only one book, Understanding Adults is written for a more popular lay audience. The rest of the authors write for the professional in the field of religious adult education and not for the lay or volunteer worker in the church. Furthermore, all the books except Hull's What Prevents Christian Education from Learning relate to the American context. Hull speaks as a British religious

educator, though his book is published in the United States.

The thematic analysis also reveals that two books address the young adult, The Critical Years: The Young Adult Search for a Faith to Live By and Handbook of Young Adult Religious Education and, two books develop a construct of general religious education theory with particular emphasis on adult religious education: Stages of Faith: The Psychology of Human Development and Christian Religious Education.

Five books were highly influential in the field as noted in the reading: Stages of Faith: The Psychology of Human Development, Handbook of Adult Religious Education, Faith Development and Fowler, Faith Development in the Adult Life Cycle, and Models of Adult Religious Education Practice.

Conclusions

One can certainly conclude from this study that there are valued books in the field which can be identified through survey research and dissertation bibliographic examination. In addition, books judged by professional religious educators are used in adult religious education dissertations in the past fifteen years. The various survey groups differed significantly over textbooks in the field, possibly reflecting a denominational or theological viewpoint (see tables 12 to 14). Furthermore, the authors do not relate to the practical ongoing work of the church in

adult education. There is an emphasis on why and what, but not on how to do religious education with adults.

A theological and adult educational analysis of the valued books in adult religious education reveals two disturbing issues. First, despite ample disputation about the theological and theoretical results of Fowler's work, his ideas permeate these writings. Some Christian adult educators would question an approach to faith development in which an atheist or agnostic may have "faith." Second, Knowles' notions of adult learning through his andragogy/pedagogy approach have been successfully challenged in the past two decades, and one of the first to do so was John Elias. If the most valued books in religious adult education are theoretically and conceptually based on (1) James Fowler's writings which are theologically disputed and (2) on Malcolm Knowles' theories which have been disputed in secular adult education literature, then religious adult education instruction based on perspectives advanced by these two authors may be open to theological challenges or contain controversial and unproven assumptions.

Moreover, there exists a certain lack of critical reflection in many of the texts. Most likely, this occurs because the books serve largely as introductory class material. However, even introductory classics and texts should include a measure of critical reflection on trends and issues in the field.

Since most of the valued books have publication dates since 1981, one is led to speculate about whether professors are cognizant about earlier classes in their field, and why these books were not chosen for this study. This conclusion may coincide with the obvious lack of historical references in these books.

Implications

What are the implications of this study? First, the results provide a reading guide for beginning students as well as teachers in adult religious education. Second, it serves as a guide for teachers in one part of the religious spectrum to be aware of valued books in other areas. Third, this study indicates preferred books in the field for librarians and others want to complete and/or update their collections. Fourth, the discussion of content themes indicates the major issues and assumptions in the literature. As such it may serve as a research basis for future dissertations.

One is led to speculate whether the future of valued books in adult religious education will continue to reflect on these books of the past fifteen years or whether they will be replaced in the next decade or two. Perhaps classics in former years may appear as valued when adult religious educators examine all of the field's literature. Adult religious educators must study and reflect on this phenomena to determine if truths of one generation are being

discarded or supplanted by more accurate knowledge or thought.

Recommendations

What recommendations emerge from this study? The thematic conclusions indicate that the field of adult religious education responds to books on faith development and adult educational insights. These seem to complement one another. Thus future writers may find a ready audience with expositions on these themes. Adult religious educators should also consider the various critiques of these themes as they lead discussions in their classes. Finally, most of these books fail to indicate historical foundations in adult religious education. Professors and researchers in adult religious education wait for a definitive book on the history of adult religious education suitable for classroom use.

Since this study represents the current valued books in adult religious education, it should help form the basis for a chapter in an upcoming adult education Handbook.

APPENDIX A

SURVEY COVER LETTER AND INSTRUMENT SENT TO JURY

Date
Name
Address

Dear (Name),

As a professional adult religious educator, you have an opportunity to add to our growing body of literature. I am Jim Walter, a doctoral student in adult education at the University of North Texas and am asking for your help in completing a doctoral dissertation on valued books in adult religious education.

Despite the enormity of our field and long standing position in adult education, there has never been a study of valued books, particularly from a professional viewpoint. This study proposes to determine a list of valued books in adult religious education from various groups of adult religious educators and recent dissertations in adult religious education.

Please complete the attached survey according to the directions. Then place it in the stamped envelope and mail it to me. There is no expense to you. Please return the survey by October 1, 1995.

By completing this survey you will contribute to the adult religious education literature. Upon the return of the survey, I will send you a copy of the complete bibliography used in this dissertation and the results of the study. I anticipate that this survey will be completed during the fall, 1995.

The information you provide will be held strictly confidential. No individual's name will ever appear in any report; only group data will be used.

If you have questions about this survey, call me at (817) 923-1921 X6370 (office), or (817) 568-0639 (home).

Thank you in advance for your contribution to adult religious education.

Sincerely,

Jim Walter

This project has been reviewed and approved by the University of North Texas Committee for the Protection of Human Subjects (817) 565-3940.

Survey Instrument

The following is a list of authors and short titles representing a selected number of adult religious education books. The list has been compiled from many sources and contains the major books in our field.

We ask that you examine the list and indicate with a check mark in the space provided to the left of each source whether or not it, in your judgment, is a valued religious adult education book. Note that books are listed on both sides of the page.

One faces a dilemma when suggesting book lists or bibliographies on the major works. Which are worthwhile or have stood the test of time? Which books contain the major ideas and are generally quoted by other authors? Which are important descriptors of the field? If one were to trace the history of adult religious education, which books come to mind that suggest new contributions? Which texts challenge old assumptions? Which texts are used regularly in the classroom? These questions and many more could be answered by the development of a list of valued texts in the field. Also, if key books were identified, they might engender more intensive study of the field.

The guidelines or criteria for your choices are up to you. Your decision to include the book can be based on its creativeness, its impact, its literary distinction, or some personal summation of these and other values. Please focus on the books and their contents rather than on the authors. In other words, you can choose more than one source from one author while choosing none from several others. Some people may select as few as 10 or 15 titles that fit personal guidelines for outstanding sources, while other may select 20 or more.

Books on Adult Religious Education

- ___ Aaseng, R., ed. 1979. Equipping the saints: How to begin and carry on an educational ministry with adults.
- ___ Agnew, Marie. 1976. Future shapes of adult religious education: A Delphi study.
- ___ Addersen, David W. 1983. Expanding your church school program: Planning elective classes for adults.
- ___ Andrews, Matthew T. 1936. Adults and the art of learning.
- ___ Apps, Jerold W. 1972. How to improve adult education in your church.

- ___ Atkinson, H., ed. 1993. Handbook of young adult religious education.
- ___ Barclay, Wade Crawford. 1917. The adult worker and his work.
- ___ Barclay, Wade Crawford, 1925. The adult worker and work: Methods of organized adult class work.
- ___ Barclay, Wade Crawford. 1926. Organization and administration of the adult department.
- ___ Barclay, Wade Crawford, 1939. The church and a Christian society: A discussion of aims, content, and method of Christian education.
- ___ Barnard, Thomas. 1970. The adult class in action.
- ___ Barnard, Tom. 1983. How to grow an adult Sunday School class.
- ___ Baynes, Richard and Richard McKinley. 1977. 77 dynamic ideas for teaching the Bible to adults.
- ___ Benson, P. and C. Eklin. 1990. Effective Christian education: A national study of Protestant congregations.
- ___ Bergevin, Paul. 1958. Design for adult education in the church.
- ___ Bergevin, Paul. 1971. Adult education for the church: The Indiana plan.
- ___ Bergevin, Paul and Dwight Morris. 1955. Group processes for adult education and a manual for discussion leaders and participants.
- ___ Bergevin, Paul, and John McKinley. 1958. Design for adult education in the church.
- ___ Bergevin, Paul and John McKinley. 1970. Adult education for the church.
- ___ Bergevin, Paul and John McKinley. 1970. The Indiana plan: A revision and abridgement of design for adult education in the church.
- ___ de Bettencourt, Francis G. 1972. Adult education: The diocesan view of needed programs.

- ___ Bianchi, Eugene. 1985. Aging as a spiritual journey.
- ___ Bible Way Publication of the Christian Reformed Church. 1985. Adult education in the church.
- ___ Blick, Ida S. 1917. The adult department: Its scope and opportunity.
- ___ Boettcher, Henry John. 1975. Adult education in the parish.
- ___ Bonn R.L. 1975. Continuing education participants, how many, types of program, attitudes.
- ___ Bovard, William Shreman. 1917. Adults in the Sunday school: A field and a force.
- ___ Braunius, Burt David. 1983. Participatory research for curriculum building: Establishing intentions in adult religious education.
- ___ Brause, Dorsey. 1979. Expanded ministry to adults: Program guidelines.
- ___ Brentwood Religious Education service staff. 1990. Springs: An adult faith development program.
- ___ Brewbaker, Charles W. 1925. The adult program in the church school.
- ___ Brewbaker, Charles Warren. 1943. The Adult Bible teacher and leader: A twenty-hour course for teachers and officers of the adult department.
- ___ Bruere, John. 1941. How to use the Bible for help today: A series of studies for older young people and adults.
- ___ Bryan, Joseph Harris. 1909. The organized adult Bible class.
- ___ Buchanan, Edward A. 1970. Successful enlistment.
- ___ Buchanan, Edward A. 1970. Efficient administration: For department director in adult church training.
- ___ Caldwell, Irene Catherine Smith. 1955. Adults learn and like it: How to teach adults in the church.
- ___ Caldwell, Irene Catherine Smith. 1961. Responsible adults in the church school program.
- ___ Carrier, Wallace H. 1976. Teaching adults in Sunday

This page has been inserted during digitization.

Either the original page was missing or the original pagination was incorrect.

- ___ Dobbins, Gaines S. 1936. Teaching adults in the
Sundayschool.
- ___ Dobbins, Gaines S. 1947. Meeting the needs of adults
through the Baptist training union.
- ___ Dobbins, Gaines S. 1948. Understanding adults.
- ___ Dobbins, Gaines S. 1949. Meeting the needs of adults
through the Baptist training union. Revised edition.
- ___ Dobbins, Gaines S. 1960. Guiding adults in Bible study.
- ___ Dodge, Richard. 1992. Ideas for Reaching Adults.
- ___ Dodge, Richard. 1993. Adult Sunday school worker's
notebook.
- ___ Donnellan, Michael. 1971. We together: A series of
thought-provoking ideas that bring people together on
common ground to discuss changes in religion today.
- ___ Downs, Tom. 1938. Parish as learning community: Modeling
for parish and adult growth.
- ___ Droege, T.A. 1983. Faith passages and patterns.
- ___ Dumestre, Marcel. 1995. A church at risk: The challenge
of spiritually hungry adults.
- ___ Dunn, Jimmy F. 1977. Developing your adult church
training program.
- ___ Dyer, James T. 1980. Getting through to adults: Survival
and success in the adult classroom.
- ___ Dyet, James T. 1980. Getting through to adults.
- ___ Dykstra, C. 1981. Vision and character: A Christian
educator's alternative to Kohlberg.
- ___ Dykstra, C. and Sharon Parks, eds. 1986. Faith
development and Fowler.
- ___ Elias, John L. 1982. The foundations and practice of
adult religious education.
- ___ Elias, John L. 1986. Studies in theology and education.
- ___ Elias, John L. ed. 1992. Religious education in
adulthood: Selected essays from Religious Education.

- ___ Elias, John L. 1993. The Foundations and practice of adult religious education. Revised edition.
- ___ Episcopal Church. 1958. Leading adult classes A handbook.
- ___ Episcopal Church. 1957. Faith is a family affair: A manual for use with classes of parents and godparents with special reference to church school grades 3, 6, and 9, and nursery children three and four years old.
- ___ Episcopal Church, New York Department of Christian Education. 1968. Its a great time to be a Christian: Experiences and experiments with parish programs of lay Christian education.
- ___ Epstein, J. n.d. An Adult Education Cluster Program.
- ___ Ernsberger, David J. 1959. A philosophy of adult Christian education. Philadelphia: Westminster Press.
- ___ Ernsberger, David J. 1965. Education for renewal.
- ___ Evans, Gary T. and Richard E. Hays. 1979. Equipping God's people: Basic concepts for adult education.
- ___ Fafley, Frederick L. 1934. Adult learning in the church.
- ___ Fife, Earl Hanson. 1940. Building a successful men's Bible class.
- ___ Fink, Michael and Ross West. 1991. Teaching adults the Bible.
- ___ Foltz, Nancy. ed. 1986. Handbook of adult religious education.
- ___ Fowler, J.W. 1981. Stages of faith: The psychology of human development and the quest for meaning.
- ___ Fowler, J.W. 1984. Becoming adult, becoming Christian: Adult development and Christian faith.
- ___ Fry, John R. 1961. A hard look at adult Christian education.
- ___ Gallman, Lee. n.d. Baptists and adult education.
- ___ Gangel, K.O. and J.C. Wilhoit, eds. 1993. The Christian educator's handbook on adult education.
- ___ Gibbs M. & Morton T.R. 1964. God's frozen people.

- ___ Gibbs M. & Morton T.R. 1971. God's lively people.
- ___ Girzaitis, L. 1977. The church as reflecting community: Models of adult religious learning.
- ___ Girzaitis, Loretta, and King, Robert. 1975. Background and theory of adult learning: A bibliography.
- ___ Glass, J. 1979. Growing through adulthood: Can the church help?
- ___ Gleason, George. 1943. Church group activities for young married people.
- ___ Goldman, Israel M. 1975. Lifelong learning among Jews: Adult education in Judaism from biblical times to the twentieth century.
- ___ Gorham, Donald R. 1948. Understanding adults.
- ___ Gribbon, Robert.T. 1990. Developing faith in young adults: Effective ministry with 18-35 year olds. Washington: Alban Institute.
- ___ Groome, T.H. 1980. Christian religious education: Sharing our story and vision.
- ___ Grose, George Richmond. 1915. Religion and the mind.
- ___ Guide to select adult Jewish educational materials: A resource for adult Jewish education leaders.
- ___ Guidebook to a program of adult education in the Greek orthodox church.
- ___ Halpenny, Edmund Wesley. 1922. The adult division in the church school.
- ___ Hanson, Joseph John. 1962. Our church plans for adults: A manual on adult Christian education.
- ___ Harper, Frederick Nile. N.D. Social conflict and adult Christian education. Occasional papers on the church and conflict; No. 3.
- ___ Hastings, C.B. 1956. Adult confronts Christian education.
- ___ Havighurst, Robert J. 1965. The educational mission of the church.
- ___ Held, John A. 1915. Organized class: Some principles and

plans with a brief history of the adult class movement.

- ___ Hendrick, Kraemer. 1958. A theology of the laity.
- ___ Hestenes, Roberta. 1986. Helping adults grow: Adult formation and discipleship in the local church.
- ___ Hill, Marie. 1977. Adult catechesis: Basic parish programs.
- ___ Hinman, Karen H. and Joseph P. Sinwell. eds. 1987. Breaking open the word of God: Resources for using the lectionary for cathesis in the RICA (Cycle B)
- ___ Hoekstra, Donald. 1985. Adult education in the church: A how to primer.
- ___ Hollaway, Ernest. 1973. Working with adults in Sunday school.
- ___ Howe, Reuel L. 1963. The miracle of dialogue.
- ___ Hoyer, G. 1965. A college in your church.
- ___ Hoyer, Robert. 1977. He calls me by name.
- ___ Hudson, Marshall A. 1909. How to reach men, to hold men, to teach men, to win men, it has been done: Tells how to run your Bible class.
- ___ Hughes, Jane Wolford. ed. 1981. Ministering to adult learners: A skills workbook for Christian educational leaders.
- ___ Hull, John M. 1991. What prevents Christian adults from learning?
- ___ Institute for Continuing Education. n.d. Parish adult educators expansion handbook.
- ___ International Council of Religious Education. 1948. Learning for life: A study plan for adults in the church. Constituting the study program of the United Christian Adult Movement. Developed cooperatively by protestant Evangelical Forces of United States and Canada through the International Council of Religious Education. Revised for 10th printing. Chicago.
- ___ Irwin, Janet and John M. Hines. 1993. To love as you are loved: the Christian education of adults.

- ___ Ishee, John A. 1969. Guiding Adults: Teaching guide for guiding adults.
- ___ Iverson, Gerald D. 1973. Ways to plan and organize your Sunday school.
- ___ Jacobs, W. ed. 1971. Reaching the forgotten adult.
- ___ Jacobsen, Henry. 1968. You can teach adults more effectively. Rev. ed.
- ___ Jarvis, P., and N. Walters, eds. 1993. Adult education and theological interpretations.
- ___ Johnson, Douglas. n.d. Ministry with young couples.
- ___ Jones, Iris W. 1952. Our church plans for adult education: A manual on administration.
- ___ Jones, Stephen D. 1984. Transforming discipleship in the inclusive church.
- ___ Jordan, C. Ferris. 1984. Bible teaching for adults through the Sunday school.
- ___ Jordan, C. Ferris. 1993. Today's adults: A profile for teachers and leaders.
- ___ Keeler, Jerome. ed. 1959. Handbook of Catholic adult education.
- ___ Kemps, Robert H. 1968. Lay education in the parish.
- ___ Khoobyar, Helen. 1963. Facing adult problems in Christian education.
- ___ Koenig, Robert E. 1959. The use of the Bible with adults.
- ___ Krantzler, H.I. 1978. Your congregation's adult education committee.
- ___ Lambdin, J.E. 1942. The Baptist adult union manual.
- ___ Lambdin, J.E. 1952. Baptist adult union manual.
- ___ Lambdin, J.E. 1955. Baptist adult union manual. Rev. ed.
- ___ Larson, Knute. 1991. Growing adults on Sunday morning.
- ___ Leach, Joan. 1965. How to vitalize young adult classes.
- ___ Lentz, Richard E. 1954. Making the adult class vital.

- ___ Leslie, Robert C. 1971. Sharing groups in the church: An invitation to involvement.
- ___ Leypoldt, M. 1967. 40 ways to teach in groups.
- ___ Leypoldt, Martha M. 1971. Learning is change.
- ___ Liebert, Elizabeth. Changing life patterns: Adult development in spiritual direction.
- ___ Lindhorst, Frank A. 1951. Teaching adult.
- ___ Little, Lawrence C., ed. 1956. Religion and education for professional responsibility.
- ___ Little, Lawrence C. 1959. The future course of Christian adult education.
- ___ Little, Lawrence C. 1961. Adult education in the church of tomorrow: Study outline and bibliographies prepared for a workshop on the curriculum of Christian education for adults.
- ___ Little, Lawrence C., ed. 1961. Guidelines for the development of Christian education curricula for adults.
- ___ Little, Lawrence C. 1962. Formulating the objectives of Christian adult education: Selected addresses and papers conducted by the school of education, University of Pittsburgh.
- ___ Little, Lawrence C. 1962. Foundations for a philosophy of Christian education.
- ___ Little, Lawrence C. 1962. Wider horizons in Christian adult education.
- ___ Little, Lawrence C. 1962. Workshop on the Christian education of adults.
- ___ Little, Lawrence C. 1963. A bibliography of doctoral dissertations on adults and adult education (revised).
- ___ Livingston, Charles R. ed. 1969. Adult Sunday school work.
- ___ Loessner, Ernest J. 1967. Adults continuing to learn.
- ___ Long, H.B. 1973. Adult education in church and synagogue: A review of selected recent literature.

- ___ Loth, Paul. 1978. Tips for teaching adults.
- ___ Lutheran Church in America. 1986 Adult education in twelve congregations.
- ___ McBride, Neal. 1977. Equipping adults through Bible study.
- ___ McBride, Jack. 1992. Adult catechesis in the Christian community.
- ___ McCollough, Charles R. 1983. Heads of heaven, feet of clay: ideas and stories for adult faith education.
- ___ McGrath, F.J. 1972. Parish adult education: The 10 commandments of parish adult education.
- ___ McKenzie, L. 1975. Adult religious education: The 20th century challenge.
- ___ McKenzie, L. 1982. The religious education of adults.
- ___ McKinley, J. 1960. Creative methods for adult classes.
- ___ McLellan, Malcolm. 1935. The Catholic church and adult education.
- ___ Marlowe, Monroe, and Bobbie Reed. 1977. Creative Bible learning for adults.
- ___ Maves, Paul B. 1959. Understanding ourselves as adults.
- ___ Mel, Duane P. 1965. It's a young adult world: A guide for workers in the church school.
- ___ Meland, Barnard E. 1939. The church and adult education.
- ___ Middleton, Betty Jo. n.d. First steps: Planning for adult religious education.
- ___ Miklas, Sebastian, ed. 1959. Principles and problems of Catholic adult education.
- ___ Miller, Cyr N. 1971. Christians are not for lions: Adult religious education today.
- ___ Miller, Randolph Crump. 1956. Education for Christian living.
- ___ Minor, Harold D., ed. 1966. Creative procedures for adult groups.

- ___ Minor, H.D., ed. 1972. Techniques and resources for guiding adult groups.
- ___ Moehlman, Conrad H. 1947. Church as an education.
- ___ Moninger, Herbert H. 1911. 101 things for adult Bible classes to do.
- ___ Moore, M.E. 1983. Education for continuity and change: A new model for Christian religious education.
- ___ Moran, Gabriel. 1968. Visions and tactics: Towards an adult church.
- ___ Moran, Gabriel. 1979. Education toward adulthood: Religion and lifelong learning.
- ___ Morse, F. Harvey. 1923. The men's class in action.
- ___ Morse, F. Harvey. 1926. The women's class in action.
- ___ Munro, Harry Clyde. 1934. The effective adult class: A guide for improving the work of adult classes in the church or Sunday School.
- ___ Murray, Dick. 1981. Strengthening the adult Sunday school class.
- ___ Murray, Dick. 1987. Teaching the Bible to adults and youth.
- ___ Noveck, Simon. n.d. Adult study groups.
- ___ Noveck, Simon. n.d. Adult Jewish education in the American synagogue.
- ___ O'Connor, Elizabeth. 1963. Call to commitment.
- ___ O'Hare, Padraic. ed. 1979. Tradition and transformation in religious education.
- ___ Oklahoma State Library. 1959. Church adult education questionnaire.
- ___ Osmer, Richard R. 1992. Teaching for faith: A guide for teachers of adult classes.
- ___ Osterheld, Dudley Oliver. 1945. Training men for Bible teaching.
- ___ Osteyee, Edith Tiller. 1948. Teaching adults.

- ___ Palmer, Leon Carlos. 1929. The religious education of adults.
- ___ Palmer, Parker. 1983. To know as we are known.
- ___ Palmer, Ronald W. 1983. Till millions know: Workbook for adult workers.
- ___ Parent, N. ed., 1982-1987. Christian adulthood: A catechetical resource. Vols. 1-4.
- ___ Parent, N. ed., 1985. Adult learning and the parish.
- ___ Parent, N. ed., 1989. Agenda for the 90s: Forging the future of adult religious education.
- ___ Parks, S. 1991. The critical years: The young adult search for a faith to live by.
- ___ Paschal, R. Wade. 1994. Vital adult learning: Choices to fit your church.
- ___ Pearce, William Cliff. 1912. Adult Bible class, its organization and work.
- ___ Peterson, Gilbert. 1973. How to get results with adults.
- ___ Peterson, Gilbert, ed. 1984. The Christian education of adults.
- ___ Phillips, William P. 1930. Adult department of the Sunday school.
- ___ Phillips, William P. 1935. The adult department of the Sunday school. [Rev. ed.].
- ___ Phillips, William P. 1947. Adults in the Sunday school.
- ___ Phillips, William P. 1954. Adults in the Sunday school. Revised Ed.
- ___ Powers, Edward A. 1973. Signs of shalomby.
- ___ Proctor, Robert A. 1967. Too old to learn?
- ___ Protestant Episcopal Church in the U.S.A. 1958. Leading adult classes: A handbook.
- ___ Protestant Episcopal Church in the U.S.A. 1957. Faith isa family affair: A manual for use with classes of parents and godparents with special reference to church school

grades 3, 6, and 9, and nursery children three and four years old.

- ___ Raffety, William Edward. 1930. Religious education of adults: A practical manual for church-school leaders.
- ___ Ramsay, William M. 1969. Cycles and renewal: Trends in Protestant lay education.
- ___ Ratcliff, A.J.J. 1938. The adult class.
- ___ Reichert, Richard. 1987. Adult education ministry: A parish manual.
- ___ Reinhart, Bruce. 1962. The institutional nature of adult Christian education.
- ___ Religious Education Association and Princeton Religion Research Center. 1985. Faith development and your ministry.
- ___ Richards, Larry. 1974. You and adults.
- ___ Richo, David. 1991. How to be an adult: A handbook on psychological and spiritual integration.
- ___ Rite of Christian initiation of adults. 1974.
- ___ Robinson, Floyd. 1972. Electives working for you.
- ___ Rosen, Harold. 1985. Religious education and our ultimate commitment: An application of Henry Nelson Wieman's philosophy of creative interchange.
- ___ Rowell, Joseph C. 1965. A theory of lay leadership for adult study groups in the church.
- ___ Rucker, Kathy D. 1990. Adult education in the parish: A practical handbook.
- ___ Ryan, R.H. 1972. Educational ministry with adults.
- ___ Ryan, Leo V. 1972. The role of Protestant churches, Jewish synagogues, and the Roman Catholic Church in the American adult education movement.
- ___ Ryan, Leo V. 1972. The Roman Catholic church and the adult education movement: Historical perspectives, current initiatives, and future projects.
- ___ Sailer, T.H.P. 1943 Christian adult education in rural Asia and Africa.

- ___ Salamone, Anthony. 1958. Handbook for Catholic adult education.
- ___ Scott, Vaile. 1968. Adult Education: A proposal for Catholic education.
- ___ Sealey, John. 1985. Religious education: Philosophical perspectives.
- ___ Sell, Charles M. 1981. Family ministry.
- ___ Sell, Charles M. 1985. Transition: The stages of adult life.
- ___ Sell, Charles. 1991. Transitions through adult life.
- ___ Sell, Henry T. 1905. Studies in the life of the Christian, his faith and his service.
- ___ Sellers, Ernest O. 1914. The adult Bible class.
- ___ Schaefer, James R. 1972. Program planning for adult Christian education.
- ___ Schaefer, J.R. 1975. The parish adult education team.
- ___ Scott, Vaile. 1968. Adult education: A proposal for Catholic education.
- ___ Seibert, Ronna 1992. Guidelines for leading your church: Adult ministries 1993-1996.
- ___ Sherrill, Lewis Joseph and John Edwin Purcell. 1936. Adult education and the church.
- ___ Sherrill, Lewis Joseph. 1939. Adult education in the church. Rev. Ed.
- ___ Shotwell, Larry. ed. 1979. Reaching adults through the Sunday School.
- ___ Shotwell, Larry. 1981. Basic adult Sunday school work.
- ___ Shotwell, Larry. 1985. The adult challenge: Sunday school outreach.
- ___ Shotwell, Larry. 1990. Breakthrough: Adult Sunday school work.
- ___ Siegal, M.K. 1981. Handbook for the adult education committee member.

- ___ Sisemore, John T. 1959. Sunday school ministry to adults.
- ___ Sisemore, John T. 1964. Blueprint for teaching.
- ___ Snyder, Alton G. 1959. Teaching adults.
- ___ Soares, Theodore Gerald. 1923. A study of adult life.
- ___ Soares, Theodore Gerald. Standard adult Bible class.
- ___ Spindle, Richard Lee. 1989. A breath of fresh air: Christian education of adults in the 21st century.
- ___ Stewart, Ed. 1978. Teaching adults through discussion.
- ___ Stokes, Kenneth., ed. 1982. Faith development in the adult life cycle.
- ___ Stokes, K. 1989. Faith is a verb: The dynamics of adult faith development.
- ___ Stokes, K. n.d. Updated annotated bibliography on faith and spiritual development, adult development, "Babyboomers face midlife," Adult religious education, and related topics.
- ___ Strickland, Harry Lee. 1919. Building the Bible class: A study in senior and adult work: Eight chapters on Bible class organization and activities.
- ___ Stubblefield, Jerry, ed. 1986. A church ministering to adults.
- ___ Suggested Courses for Adult Jewish Study. n.d.
- ___ Swidler A. 1982. Women in a man's church.
- ___ Szentkeresti, K.A. and J. Tighe. 1986. Rethinking adult religious education.
- ___ Thompson, Norma H. ed. 1988. Religious pluralism and religious education.
- ___ Tiemeyer, R. 1982. Lifespan learning: Adult education in the church.
- ___ Ulland, R.M. 1976. How to use books in church discussion groups.
- ___ United States Catholic Conference. 1986. Serving life and

faith: Adult religious education and the American Catholic community.

- ___ United States Catholic Conference. 1990. Education for Christian Maturity.
- ___ United States Catholic Conference. 1990. Adult Catechesis in the Christian Community.
- ___ Versteeg, John M. 1925. Christianity at work.
- ___ Vogel, Linda Jane. 1991. Teaching and learning in communities of faith: Empowering adults through religious education.
- ___ Watts, J. T. 1914. Convention adult Bible classes: How to organize and conduct them.
- ___ Wells, Amos R. 1912. The ideal adult class in the Sunday-school: A manual of principles and methods.
- ___ Westerhoff, John H. III, ed. 1978. Who are we? The quest for a religious education.
- ___ Westley, Dick. Redemptive intimacy: A new perspective for the journey to adult faith.
- ___ Westphal, Edward Pride. 1941. The church's opportunity in adult education.
- ___ Wheeler, Gerald. 1987. Ordinary people, extraordinary lives.
- ___ White, Marilyn Sanders. 1969. Teaching guide for adult Sunday school work.
- ___ Whitehead, Evelyn and James D. Whitehead. 1984. Seasons of strength: A new vision of adult Christian maturing.
- ___ Whitehead, E.E, and J.D. Whitehead. 1982. Christian life patterns: The psychological challenges and religious invitations of adult life.
- ___ Whitehead, James D. and Evelyn Eaton Whitehead. 1991. The Promise of partnership: Leadership and ministry in an adult church.
- ___ Wickett, R. E. Y. 1991. Models of adult religious education practice.
- ___ Wilbert, Warren W. 1980. Teaching Christian adults.

- ___ Wilbert, Warren W. 1984. Strategies for teaching Christian adults.
- ___ Wilkinson, Louie L. 1980. Getting ready for adult Sunday school work. Rev. ed.
- ___ Williams, James. 1969. Guiding adults.
- ___ Williams, Melvin Gilbert. 1987. Where faith seeks understanding: Planning for adult education in the church.
- ___ Wilson, John. 1987. Education in religious understanding: A report from the foundation for education in religion and morality.
- ___ Winchester, Benjamin S. 1930. The church and adult education.
- ___ Wood, Irving F. 1906. Adult Bible classes and how to conduct them.
- ___ Wood, Irving Francis. 1911. Adult class study.
- ___ Wood, George F. 1973. Teaching and learning with adults in Sunday School.
- ___ Woodward, Luther E. 1932. Relations of religious training & life patterns to the adult religious life.
- ___ Wright, H. Norman. 1972. Ways to help them learn: Adult.
- ___ Yeaxlee, Basil. 1925. Spiritual values in adult education.
- ___ Zeigler, Earl F. 1931. Toward understanding adults.
- ___ Zeigler, Earl F. 1938. The way of adult education.
- ___ Zeigler, Earl F. 1958. Christian education of adults.
- ___ Ziegler, Jesse H. 1965. Focus on adults.
- ___ Zuck, R.B., and Getz, G.A., eds. 1970. Adult education in the church.
- ___ Zukowski, Angela Ann. 1984. Cable television and adult religious education.

Other books

—

—

APPENDIX B

SURVEY SENT TO MEMBERS OF ADULT RELIGIOUS EDUCATION GROUPS

Date
Name
Address

Dear (Name),

As a professional adult religious educator, you have an opportunity to add to our growing body of literature. I am Jim Walter, a doctoral student in adult education at the University of North Texas and am asking for your help in completing a doctoral dissertation on valued books in adult religious education.

Despite the enormity of our field and long standing position in adult education, there has never been a study of valued books, particularly from a professional viewpoint. This study proposes to determine a list of valued books in adult religious education from various groups of adult religious educators and recent dissertations in adult religious education.

As a member of the (North American Professors of Christian Education, adult religious education faculty member in a Southern Baptist seminary, Association of Professors and Researchers in Religious Education) you have a unique position to make a professional judgment about valued books in our field. Please complete the attached survey according to the directions. Then place it in the stamped envelope and mail it to me. There is no expense to you. Please return the survey by **October 1, 1995**. It should not take over twenty minutes. By completing this survey you will contribute to the adult religious education literature. Upon the return of the survey, I will send you a copy of the complete bibliography used in this dissertation and the results of the study. I anticipate that this survey will be completed during the early spring, 1996.

The information you provide will be held strictly confidential. No individual's name will ever appear in any report; only group data will be used.

If you have questions about this survey, call me at (817) 923-1921 X6370 (office), or (817) 568-0639 (home).

Thank you in advance for your contribution to adult religious education.

Sincerely,

Jim Walter

This project has been reviewed and approved by the

University of North Texas Committee for the Protection of
Human Subjects (817) 565-3940.

Survey Cover Letter

The following is a list of authors and short titles representing a selected number of adult religious education books. The list has been compiled from many sources and contains the major books in our field. A jury of our peers has already examined a comprehensive list of books and certified these as among the valued books in our field.

We ask that you examine the list and indicate with a "T" if a book is among your required TEXTS in adult religious education courses. Place the letter "R" beside books that are on your recommended books in adult religious education courses. Note that books are listed on both sides of the page.

One faces a dilemma when suggesting book lists or bibliographies on the major works. Which are worthwhile or have stood the test of time? Which books contain the major ideas and are generally quoted by other authors? Which are important descriptors of the field? If one were to trace the history of adult religious education, which books come to mind that suggest new contributions? Which texts challenge old assumptions? Which texts are used regularly in the classroom? These questions and many more could be answered by the development of a list of valued texts in the field. Also, if key books were identified, they might engender more intensive study of the field.

The guidelines or criteria for your choices are up to you. Your decision to include the book can be based on its creativeness, its impact, its literary distinction, or some personal summation of these and other values. Please focus on the books and their contents rather than on the authors. In other words, you can choose more than one source from one author while choosing none from several others. Some people may select as few as 10 or 15 titles that fit personal guidelines for outstanding sources, while other may select 20 or more.

Books In Adult Religious Education

"V"- Valued "T" - Textbook "R" Recommended Reading

___ Apps, Jerold W. 1972. How to improve adult education in your church.

___ Atkinson, H., ed. 1993. Handbook of young adult religious education.

___ Bergevin, Paul. 1971. Adult education for the church:

The Indiana plan.

___ Bergevin, Paul, and John McKinley. 1958. Design for adult education in the church.

___ Caldwell, Irene Catherine Smith. 1955. Adults learn and like it: How to teach adults in the church.

___ Clemmons, Robert S. 1958. Dynamics of Christian adult education.

___ Cobble, J.F. 1985. Faith and crisis in the stages of life.

___ Coleman, Lucien E. 1969. Understanding adults.

___ Coleman, Lucien E. 1982. Understanding today's adults.

___ Coughlin, K. 1976. Motivating adults for religious education.

___ Cully, Iris B. 1983. Planning and selecting curriculum for Christian education.

___ DeBoy, James J., Jr. 1979. Getting started in adult religious education: A practical guide.

___ Droege, T.A. 1983. Faith passages and patterns.

___ Dykstra, C. and Sharon Parks, eds. 1986. Faith development and Fowler.

___ Elias, John L. 1982. The foundations and practice of adult religious education.

___ Elias, John L. ed. 1992. Religious education in adulthood: Selected essays from Religious Education.

___ Ernsberger, David J. 1959. A philosophy of adult Christian education. Philadelphia: Westminster Press.

___ Foltz, Nancy, ed. 1986. Handbook of adult religious education.

___ Fowler, J.W. Faith development and pastoral care.

___ Fowler, J.W. 1981. Stages of faith: The psychology of human development and the quest for meaning.

___ Fowler, J.W. 1984. Becoming adult, becoming Christian: Adult development and Christian faith.

___ Fry, John R. 1961. A hard look at adult Christian education.

___ Gangel, K.O. and J.C. Wilhoit, eds. 1993. The Christian educator's handbook on adult education.

___ Girzaitis, L. 1977. The church as reflecting community: Models of adult religious learning.

___ Glass, J. 1979. Growing through adulthood: Can the church help?

___ Gribbon, Robert T. 1990. Developing faith in young adults: Effective ministry with 18-35 year olds. Washington: Alban Institute.

___ Groome, T.H. 1980. Christian religious education: Sharing our story and vision.

___ Havighurst, Robert J. 1965. The educational mission of the church.

___ Hestenes, Roberta. 1986. Helping adults grow: Adult formation and discipleship in the local church.

___ Hoekstra, Donald. 1985. Adult education in the church: A how to primer.

___ Howe, Reuel L. 1963. The miracle of dialogue.

___ Hughes, Jane Wolford. ed. 1981. Ministering to adult learners: A skills workbook for Christian educational leaders.

___ Hull, John M. 1991. What prevents Christian adults from learning?

___ International Council of Religious Education. 1948. Learning for life: A study plan for adults in the church. Constituting the study program of the United Christian Adult Movement. Developed cooperatively by protestant Evangelical Forces of the United States and Canada through the International Council of Religious Education. Revised for 10th printing. Chicago.

___ Jarvis, P., and N. Walters, eds. 1993. Adult education and theological interpretations.

___ Koenig, Robert E. 1959. The use of the Bible with adults.

___ Kraemer, Hendrick. 1958. A theology of the laity.

- ___Lentz, Richard E. 1954. Making the adult class vital.
- ___Leyboldt, M. 1967. 40 ways to teach in groups.
- ___Leyboldt, Martha M. 1971. Learning is change.
- ___Liebert, Elizabeth. Changing life patterns: Adult development in spiritual direction.
- ___Little, Lawrence C., ed. 1956. Religion and education for professional responsibility.
- ___Little, Lawrence C. 1962. Wider horizons in Christian adult education.
- ___Maves, Paul B. 1959. Understanding ourselves as adults.
- ___McBride, Neal. 1977. Equipping adults through Bible study.
- ___McCollough, Charles R. 1983. Heads of heaven, feet of clay ideas and stories for adult faith education.
- ___McKenzie, L. 1975. Adult religious education of adults.
- ___McKinley, J. 1960. Creative methods for adult classes.
- ___Minor, Harold D., ed. 1966. Creative procedures for adult groups.
- ___Moran, Gabriel. 1968. Visions and tactics: Towards an adult church.
- ___O'Connor, Elizabeth. 1963. Call to commitment.
- ___Osmer, Richard R. 1992. Teaching for faith: A guide for teachers of adult classes.
- ___Parent, N., ed. 1985. Adult learning and the parish.
- ___Parent, N., ed. 1989. Agenda for the 90s: Forging the future of adult religious education.
- ___Parks, S. 1991. The critical years: The young adult search for a faith to live by.
- ___Peterson, Gilbert, ed. 1984. The Christian education of adults.
- ___Proctor, Robert A. 1967. Too old to learn?
- ___Reinhart, Bruce. 1962. The institutional nature of adult

Christian education.

___ Religious Education Association. 1987. Faith development in the adult life cycle: The report of a research project.

___ Scott, Vaile. 1968. Adult education: A proposal for Catholic education.

___ Schaefer, James R. 1972. Program planning for adult Christian education.

___ Sell, Charles M. 1981. Family ministry.

___ Sell, Charles M. 1985. Transition: The stages of adult life.

___ Sell, Charles. 1991. Transitions through adult life.

___ Stokes, Kenneth., ed. 1982. Faith development in the adult life cycle.

___ Stokes, Kenneth. 1989. Faith is a verb: The dynamics of adult faith development.

___ Stubblefield, Jerry, ed. 1986. A church ministering to adults.

___ Szentkeresti, K.A. and J. Tighe. 1986. Rethinking adult religious education.

___ United States Catholic Conference. 1990. Education for Christian maturity.

___ Vogel, Linda Jane. 1991. Teaching and learning in communities of faith: Empowering adults through religious education.

___ Westerhoff, John H. III, ed. 1978. Who are we? The quest for a religious education.

___ Westley, Dick. Redemptive intimacy: A new perspective for the journey to adult faith.

___ Whitehead, Evelyn and James D. Whitehead. 1984. Seasons of strength: A new vision of adult Christian maturing.

___ Whitehead, E.E. and J.D. Whitehead. 1982. Christian life patterns: The psychological challenges and religious invitations of adult life.

___ Wickett, R. E. Y. 1991. Models of adult religious education practice.

___Ziegler, Jesse H. 1965. Focus on adults.

___Zuck, R.B., and Getz, G.A., eds. 1970. Adult education in the church.

Other Books

Please send me a copy of the results of this project.

Name: _____

Address: _____

REFERENCE LIST

- Alford, J. 1981. A study of selected adult education knowledge and skill competencies of Southern Baptist ministers of education. Ph.D. diss., Florida State University.
- Beals, Ralph and Leon Brody. 1941. The literature of adult education. New York: American Association for Adult Education.
- Beatty, Paullette T. and Matthew J. Hayes. 1989. Religious institutions. Chapter 30 of Handbook of adult and continuing education. San Francisco: Jossey-Bass.
- Bibliography - Religious Education, 1964. Review and Expositor 61 (Spring): 68-80.
- Boshier, Roger and Lynette Pickard. 1979. Citation patterns of articles published in Adult Education 1968-1977. Adult Education 30 (Fall): 34-51.
- Brockett, Ralph. 1990. Development and utilization of professional literature: A survey of adult education professors. Chapter 5 of Cultural influences on adult learning. Bozeman, MT: Center for Adult Learning Research Montana State University.
- Clark, Kirby. 1985. Perceptions of Southern Baptist adult religious educators regarding selected adult religious education competencies. Ed.D. diss., Southwestern Baptist Theological Seminary.
- Council of Societies for the Study of Religion. 1994. Bulletin 23 (February): 11.
- Courtenay, Bradley C. 1990. An analysis of adult education administration literature, 1936-1989. Adult Education 40 (winter): 63-67
- Cram, Ronald and Henry Simmons. 1987. Foundations for research, teaching, and self understanding in APRRE. Religious Education 82 (Winter): 143-149.
- Dickinson, Gary and Dale Rusnell. 1971. A content analysis of Adult Education. Adult Education Journal 21 (Spring): 177-185.
- Dickinson, Gary and Adrian Blunt. 1982. Survey research.

- Chapter 4 of Changing approaches to studying adult education. San Francisco: Jossey-Bass.
- Elias, John L. 1982. The foundation and practice of adult religious education. Malibar, FL: Krieger.
- Elias, John L. 1993. The foundation and practice of adult religious education, revised edition. Malibar, FL: Krieger.
- Faculty of Southwestern Baptist Theological Seminary. 1972. Essential Books for Christian Ministry: Basic Readings for Church Staff Leaders and Laymen. Fort Worth, TX: Southwestern Baptist Theological Seminary.
- Ferro, Trenton R. 1992. Adult religious education bibliography. Indianapolis: Religious Education Association.
- Gable, Lee J. 1959. Books for Christian educators. International Journal of Religious Education. 35 (January): 23-25, 45.
- Griffith, William. 1989. Helpful literature for adult education teachers. Lifelong Learning: An Omnibus of Practice and Research. 12 (March): 14,15
- Hiemstra, Roger et.al. 1991. English language adult education books: Their value to adult educators. Syracuse University Kellogg Project Technical Report. No. 4.
- Houle, Cyril O. 1992. The Literature of adult education: A bibliographic essay. San Francisco: Jossey Bass.
- Imel, Susan, 1989. The field's literature and information sources. Chapter 11 of Handbook of adult and continuing education. San Francisco: Jossey-Bass.
- Johnstone and Rivera. 1965. Volunteers in learning: A study of the educational pursuits of American adults. Hawthorne, NY: Aldine.
- Le Grand, Barbara. 1988. Adult education dissertations: A look at present practice and perceptions. Chapter of Commission of professors of adult education proceedings of the 1988 annual conference. Tulsa, OK.
- Liveright, A.A. 1956. A study of adult education in the United States. Boston: Center for the Study of Liberal Education.

- Long, Huey B. 1973. Adult Education in church and synagogue: A review of selected recent literature. Syracuse, NY: Syracuse University Publications in Continuing Education.
- Long, Huey. 1977. Publication activity of selected professors of adult education. Adult Education. 17 (Spring): 173-186.
- Long, Huey B. 1983. Characteristics of adult education research reported at the adult education research conference, 1971-1980. Adult Education 33, (Winter): 79-96.
- Merriam, Sharon B. and Phyllis M. Cunningham, eds. 1989. Handbook of Adult and Continuing Education. San Francisco: Jossey Bass.
- Miller, Edward R. 1960. Adult education in religious institutions. Chapter 30 of Handbook of adult education in the United States. Chicago: Adult Education Association.
- Newcomer, Jane. 1989. Toward the identification of a body of classic or seminal works in adult education: A citation analysis. Ph.D. diss., University of North Texas.
- Pipke, Ingrid. 1984. The gatekeepers: A multivariate study of accepted and rejected adult education research conference abstracts (1978-80) Adult Education Quarterly 34 (Winter): 71-84.
- Sork, Thomas J. and John Buskey. 1986. A descriptive and evaluative analysis of program planning literature, 1950-1983. Adult Education Quarterly 36 (Winter) 86-96.
- Wilson, Fred. 1993. NAPCE purpose statement. NAPCE Newsletter. Elgin, IL: North American Professors of Christian Education. 7.