

There were still largely chaired by ecclesiastics (the state church was the prominent governmental form) and the bulk of the teaching had religious overtones. This situation was generally true until the time of the Reformation.

With the Reformation came a growth of interest in the education of the masses. While the implementation was still not that of the present age, Luther, et al, insisted the masses learn the basic educational materials so that they could have the benefit of the study of the Bible and not be simply dependent on priests and the church for the knowledge of life. Great emphasis was put on the scholarly moves of committing the truth from one age to another and an interest was fostered in general learning that was to impact the wider base of society. Typical of this emphasis would be the school of Calvin at Geneva and the educational theories and emphases of Comenius.

It is important to see that the church was a leader in these things but that is somewhat due to the church-state relationship. Whether the church would have developed this vision without that aspect is an interesting question. Its chief interest was for its own...but in a state church operation everybody is your own!

b. The Colonial Period

It follows that the church, on coming to this continent, continued to be a schoolmaster--of its own. Schools were found with all the colonial settlements and while schoolmasters were not overly paid, it was a position of prestige in a community second only to that of the clergyman. Primary, secondary, and professional education all had their place although the latter was more readily available in being journeyed out to a professional person. Colleges were begun (as noted earlier with Harvard, Yale, William and Mary, etc.) and Seminaries were added. The study of the Log College in Pennsylvania, while not typical, is exemplary of this sort of thing. It must be seen that the church community was a minority part of society by this time but still the leading educator of anyone who wanted it. There were some private and individual schools but they were small in number compared to the "church schools".

c. Following the Revolution

A number of prominent educational developments involved the church following the revolution of which we may mention the following:

(1) The Sunday School Movement

The "First Day Association" of 1790 took the concepts of Robert Raikes and employed them in a training program. The program worked with Bible knowledge and with general educational topics...was mostly "interdenominational" and aimed for service chiefly among neglected areas. In 1824 the American Sunday School Union was founded, and although concentrating on the frontier, began thousands