

of Sunday Schools. Most of the existing denominations were content, for awhile, to work with these service organizations but eventually developed their own SS material. By 1840, we are told, there were more than 850 SS and church centered publications in the USA.

(2) The development of Church colleges

(3) The Development of Seminaries

(4) The interest in public schools in general.

As public education became a national cry, the church was often the educator. An interesting study in this line is the life and work of McGuffey, author of the famous readers who, as a presbyterian clergyman in Ohio, decided to do something for children in helping them become more literate. (Eventually he went into an educational career.) This work built on the earlier work of men such as Christopher Dock (d. 1771) who, as a teacher in public schools, used theological and religious literature as a teaching base for morality, etc. Dock, incidentally, wrote the first general work on school management produced in the colonies.

d. Developments in the 19th century...

Secular (non ecclesiastical) interest developed more quickly after 1825 and with the final disestablishment acts coming in 1837 the state role increased in education while the church role turned to other areas. With the diminishing of ecclesiastical influence many churches attempted to develop parochial schools of their own vintage. But the American education was somewhat egalitarian and the secular character not so manifest so, apart from some of the Lutheran bodies, the parochial schools did not fare well in Protestant communities. Liberal thinkers like Horace Mann and Thaddeus Stevens, although opposed to religious indoctrination, saw the schools as a means of communicating moral values and recognized the Bible as one of the sources of these. The Roman church thought the public schools to "protestant" and under the leadership of Bishop Neumann of Philadelphia, launched a great parochial program. But the "messianic character of most public education" prevented the protestant community from such work in any overall effective way. Jewish leaders felt the public schools tended towards "anti-semitism" and so most communities centered their thrusts in a Yeshiva and, to some extent, graduate level schools beyond that.

e. In the Modern era...

With the popularization of the Deweyite ideas, et al, the secularization of education has been more and more pronounced.