

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	NURTURING THE SPIRITUAL LIVES OF CHILDREN CHED 0553
Date and Time	MAY 10 – 14, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM
Instructor	DAVID CSINOS, PhD Telephone/voice mail: (902) 222-2771 Email: dcsinos@tyndale.ca
Class Information	Classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM. Students may participate in live-streamed office hours as posted below. Office Hours: Tuesdays & Thursdays 4:00 PM – 5:00 PM or at a separate time by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

This course builds a biblical foundation, explores faith development issues and formulates a rationale for ministry to children. Practical approaches that respond to the spiritual needs of children and nurture their growth as whole persons are included.

This course will explore spirituality, theology, and practices surrounding the holistic faith formation of children. By digging deep into the purposes, goals, and presuppositions we carry with us into our experiences of children’s ministry, students will learn about and generate best practices for walking alongside children on the adventure of discipleship. In particular, this

course will help students reimagine children's ministry by exploring fresh perspectives and sharing innovative ideas. Topics include the spiritual life of children, children and the Bible, the role of doubts and questions in faith formation, worshipping with children, creating spaces of radical hospitality, fostering intergenerational relationships, and nurturing a thirst for justice among children.

II. LEARNING OUTCOMES

The course is designed to investigate faith formation with children in faith communities. Having completed this course with competence, each student will be able to:

1. Articulate an understanding of the role the faith community plays in the Christian formation of children that is informed by scripture, tradition, and contemporary research.
2. Identify ways in which theologies of childhood and views of children's spirituality affect practices of ministry with children.
3. Appreciate the contextual nature of children's ministry and describe one's own call and context of children's ministry.
4. Articulate an awareness of best practices for children's faith formation, including the use of story, questions, participation, intergenerational community, hospitality, and social justice.
5. Plan and evaluate ministries that will nurture the spiritual lives of children in light of personal calling, congregational theologies, and community context.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. Required Texts

Csinos, David M. and Ivy Beckwith. [*Children's Ministry in the Way of Jesus*](#). Downers Grove, IL: InterVarsity, 2013.

Csinos, David M. and Melvin Bray, eds. *Faith Forward, Volume 2: Re-Imagining Children's and Youth Ministry*. Kelowna, BC: CopperHouse, 2015.

Larson, Mimi L. and Robert J. Keeley, eds. *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry, and Discipleship*. Grand Rapids: Zondervan, 2020. (selected chapters)

NOTE: While not all chapters of this text are required readings, it is strongly recommended that students purchase their own copy of this book.

Nye, Rebecca. *Children's Spirituality: What it is and Why it Matters*. London: Church House, 2009.

2. Required Chapters and Articles (available on the online course page on classes.tyndale.ca)

Bunge, Marcia J. "The Dignity and Complexity of Children: Constructing Christian Theologies of Childhood." In *Nurturing Child and Adolescent Spirituality: Perspectives from the World's Religious Traditions*, edited by Karen Marie Yust et al., 53-68. Lanham, MD: Rowman and Littlefield, 2006.

Caldwell, Elizabeth F. "'It's What We Do': Faith Formation at Home." In *Shaped by God: Twelve Essentials for Nurturing Faith in Children, Youth, and Adults*. Edited by Robert J. Keeley 47-57. Grand Rapids: Faith Alive, 2009.

Cloete, Anita. "Intergenerational Ministry: Youth and Church in Context." In *The Generative Church: Global Conversations about Investing in Emerging Generations*, edited by Cory Seibel, 65–80. Eugene, OR: Wipf and Stock, 2019.

Gundry-Volf, Judith. "The Least and the Greatest: Children in the New Testament." In *The Child in Christian Thought*, edited by Marcia Bunge, 20–60. Grand Rapids: Eerdmans, 2001.

Mercer, Joyce Ann. "Educating Children in Congregations." In *Welcoming Children: A Practical Theology of Childhood*, 162-209. St. Louis: Chalice, 2005.

Rahner, Karl. "Ideas for a Theology of Childhood." In *Theological Investigations*, Vol. VII, 33-50. New York: Herder and Herder, 1971.

White, Keith J. "'He Placed a Little Child in the Midst': Jesus, the Kingdom, and Children." In *The Child in the Bible*, edited by Marcia J. Bunge, 353-74. Grand Rapids: Eerdmans, 2008.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See the bibliography for recommended additional readings.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Participation: 10% of final grade

This assignment is related to all Outcomes.

Come to each virtual class having read all assigned readings and with two prepared questions, comments, or discussion starters for each book chapter or article assigned for that class. Participate in all aspects of this course, including pre-recorded lectures, class discussions, individual and group activities, etc. Poor attendance, arriving late, being unprepared for class, and under/over-contributing to discussions and activities will negatively affect your participation mark.

Participation will be evaluated according to the following scale:

9–10 **Exceptional!** Demonstrated consistent attentive listening and active contribution. Always prepared and on time for class.

8–8.5 **Very Good.** Demonstrated a fair amount of attentive listening and often actively contributed to class. Almost always prepared and on time for class.

7–7.5 **Satisfactory.** Contributed to class discussions a fair amount and did not tend to dominate conversations nor remain too quiet. Timeliness and preparedness was inconsistent.

6–6.5 **Needs Improvement.** Did not contribute to class to a satisfactory level and/or did not respect the views and voices of others, but showed some desire to improve.

Inconsistent preparation and involvement in class discussions.

≤5 **Poor.** Did not contribute to class at a satisfactory level and/or did not respect the views and voices of others, while demonstrating a lack of desire to improve. Consistent poor preparation and involvement in class discussions.

2. Digital Book Presentation: 25% of final grade, due Friday, 28 May

This assignment is related to Outcomes 1, 2 and 3.

Choose one of the books from the bibliography below and read it carefully and thoughtfully. Prepare a digital presentation (15-20 minutes) that creatively and engagingly presents material in the book. You can record a podcast, host an interview about the book (real or mock), or make a creative video presentation (TED talk style, image-based, tutorial, late-night talk show parody, LEGO stop motion animation —the options are endless!). The goal of this presentation is to present material in the book, and to get creative while doing it! Remember that sometimes less is more—it may be better to dig deeper into one concept or a particular section from the book instead of providing an overview of the whole book. You must post your digital presentation online (with a private link) and send the link to the instructor by midnight on Friday, 28 May.

These presentations will be shared with the students in this class.

It is expected that all students view one another's presentations and post comments and questions on a discussion board (counted toward one's participation mark).

This assignment will be evaluated according to the attached rubric for presentations.

3. Reflective Research Paper: 25% of final grade, due Friday, 11 June

This assignment is related to Outcome 2.

Write a 6-7 page paper in which you articulate your personal (working) theology of childhood. Material from this course, your readings, your faith tradition, your engagement with scripture, and your personal experiences may be used as resources for this assignment. Remember, this is a working theology—your theology of childhood may change over time, but I am interested in what it is at this moment. Your theology of childhood can respond to the following types of questions: *What, theologically, does it mean to be a child? What theological themes are important to your theology (grace, sin, vulnerability, life, etc.)? What are the roles of children within families and faith communities? What can do children teach us about what it means to be human (for example, what it means to live in community, to follow Jesus, to care for others, etc.)? What practices in the church and wider society challenge children from living into their full*

potential? What is our responsibility as adult people of faith in helping children live to their full potential? These questions are meant to springboard you toward thoughtful engagement with children from a theological perspective.

Your reflective research paper must rely on at least two course readings and two additional reputable scholarly sources.

This paper is to be 6-7 pages, double-spaced, 12 point Times New Roman font, with 1 inch margins and Chicago-style endnotes.

This paper will be evaluated according to the attached rubric for written assignments.

4. Curriculum Analysis: 40% of final grade, due Friday, 2 July

This assignment is related to Outcomes 3, 4, and 5.

Write an 10-12 page paper that offers a thoughtful and thorough analysis of a children's ministry curriculum. It can be a curriculum intended for Sunday schools, vacation Bible schools, children's worship, intergenerational activities, or another context altogether. Choose a full unit of the curriculum (for example: 5-8 weeks of Sunday school, a one-week VBS, etc.) and analyze it using the guidelines below. You must submit your curriculum to the professor for approval by **4 June**, stating the name of the curriculum, its publisher, the length or number of lessons included in the unit, and the year for which this curriculum was intended (if available).

Part 1: Describing the Curriculum (2-3 pages)

What do you know about the publisher and authors of this curriculum? For whom was this curriculum created? Describe its intended audience. What are the goals (stated or assumed) of this curriculum?

Part 2: Analyzing the Curriculum (4-5 pages)

What broad theological assumptions guide the curriculum (views of God, the cross, salvation, discipleship, the work of the church, etc.)?

What theologies of childhood guide this curriculum?

What methods of formation—broad strategies and more focused tactics—does this curriculum utilize to accomplish its goals (use of story, spiritual practices, participation in faith community, etc.)?

Do these methods help this curriculum accomplish its goals? Why or why not?

Part 3: Using the Curriculum in Your Context (4-5 pages)

For whom would you recommend this curriculum, and why?

How would you make use of this curriculum in your ministry context?

What aspects of this curriculum (theological assumptions, goals, methods, etc.) are appropriate for your ministry context? What aspects are not appropriate?

What changes (additions, omissions, etc.) would you make to this curriculum in order to make it more appropriate for your context?

What practices discussed in this course would you use to enhance the implementation of this curriculum in your context? Describe how you would use these practices?

Be sure to draw from relevant course material, readings, additional research into children's ministry/theology/spirituality, websites from the publisher, etc. in order to provide an academically-sound and thorough analysis. Your analysis must rely on at least three course readings and four additional reputable scholarly sources.

This paper is to be double-spaced, 12 point Times New Roman font, with 1 inch margins and Chicago-style endnotes.

This paper will be evaluated according to the attached rubric for written assignments.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %
Digital Book Presentation	25 %
Reflective Research Paper	25 %
Curriculum Analysis	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Formatting Requirements

Written assignments should be clearly written and free from grammatical and spelling errors. Proper formatting, correct spelling, and correct grammar are factored into the evaluation of assignments (see Appendix A for the rubric for written assignments).

All written assignments must be formatted as follows (see Appendix C for an example of a properly-formatted paper):

- All assignments must include a cover page
- Assignments must remain within the page count (for example, a 4–5 page paper must conclude on the bottom half of the fourth page or any place on the fifth page). Title page, endnotes, and works cited are not included in the page count.
- Assignments must include **endnotes** (for consistency in page count) and a works cited page that conform to Chicago Manual of Style.
- Double space and single side all assignments
- Use 12-point Times New Roman font
- All margins should be 1 inch (2.5 cm)
- All pages should be numbered on the bottom right corner
- **Assignments should be sent via email (dcsinos@tyndale.ca) as PDF files.** If you need to send multiple files, ensure each is clearly named.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Class Schedule (with reading/preparation requirements)

Monday AM – Introduction to Children's Ministry

Review: Csinos and Beckwith – Introduction, 1

Csinos and Bray – Introduction, 1, 2

Keeley and Larson – Introduction

Monday PM – Children in Scripture

Listen: Podcast Lecture - "Children in Scripture"

Review: Gundry-Volf

White

Tuesday AM – Children's Spirituality

Listen: Podcast Lecture - "Spiritual Styles"

Review: Csinos and Beckwith – 2

Nye – entire book

Keeley and Larson – 1

Tuesday PM – Theology and Children Childhood

Review: Csinos and Beckwith – 3, 4
Csinos and Bray – 3, 4
Keeley and Larson – 2
Bunge
Rahner

Wednesday AM – Children as Theologians

Review: Csinos - “A Faith Worth Making”
Csinos and Bray – 5
Keeley and Larson – 12

Wednesday PM – Enlivening Children’s Theological Imaginations

Review: Csinos and Beckwith – 5, 6
Csinos and Bray – 6, 7, 8
Keeley and Larson – 10, 11

Thursday AM – Children in the Faith Community

Review: Csinos and Beckwith – 7, 8, 9
Csinos and Bray – 10, 11
Mercer
Keeley and Larson – 5

Thursday PM – Bringing the Generations Together at Church, at Home, and Online

Listen: Podcast Lecture – “The Power of Intergeneration”
Watch: Webinar Panel Discussion
Review: Csinos and Bray – 12
Keeley and Larson – 6, 14, 15
Caldwell
Cloete

Friday AM – Nurturing Every Child, Nurturing the Whole Child

Review: Csinos and Beckwith – 10, 11
Keeley and Larson – 3, 4, 8, 13

Friday PM – The End of Children’s Ministry

Review: Csinos and Beckwith – 12
Keeley and Larson – 16

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Allen, Holly Catterton and Christine Lawton Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. Downers Grove, IL: IVP Academic, 2012.

Berryman, Jerome W. *Becoming Like a Child: The Curiosity of Maturity beyond the Norm*. New York: Church Publishing, 2017.

Borgo, Lacy Finn. *Spiritual Conversations with Children: Listening to God Together*. Downers Grove, IL: InterVarsity, 2020.

Brandt, Cindy Wang. *Parenting Forward: How to Raise Children with Justice, Mercy, and Kindness*. Grand Rapids: Eerdmans, 2019.

Caldwell, Elizabeth. *God's Big Table: Nurturing Children in a Diverse World*. Cleveland: Pilgrim, 2011.

Coles, Robert. *The Spiritual Live of Children*. Boston: Houghton Mifflin, 1990.

Couture, Pamela D. *Child Poverty: Love, Justice, and Social Responsibility*. St. Louis: Chalice, 2007.

Csinos, David M. *Little Theologians: Children, Culture, and the Making of Theological Meaning*. Montreal and Kingston: McGill-Queen's University Press, 2020.

Frisk, Natalie. *Raising Disciples: How to Make Faith Matter for Our Kids*. Harrisonburg, VA: Herald, 2019.

Hay, David with Rebecca Nye. *The Spirit of the Child*, rev. ed. London: Jessica Kingsley, 2006.

Herzog, Kristin. *Children and Our Global Future: Theological and Social Challenges*. Cleveland: Pilgrim, 2005.

Hyde, Brendan. *Children and Spirituality: Searching for Meaning and Connectedness*. London: Jessica Kingsley, 2008.

MacDonald, Margaret Y. *The Power of Children: The Construction of Christian Families in the Greco-Roman World*. Waco: Baylor University Press, 2014.

- May, Scottie, Beth Posterski, Catherine Stonehouse, and Linda Cannell. *Children Matter: Celebrating their Place in the Church, Family, and Community*. Grand Rapids: Eerdmans, 2005.
- Miller, Lisa. *The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving*. New York: Picador, 2015.
- Miller-McLemore, Bonnie J. *Let the Children Come: Re-Imagining Childhood from a Christian Perspective*. Minneapolis: Fortress, 2019.
- Stonehouse, Catherine and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Grand Rapids: Baker, 2010.
- Westerhoff, John H, III. *Will Our Children Have Faith?*, 3rd ed. Harrisburg, PA: Morehouse, 2012.
- Williams, Montague. *Church in Color: Youth Ministry, Race, and the Theology of Martin Luther King Jr.* Waco: Baylor University Press, 2020.
- Wimberly, Anne E. Streaty and Sarah Frances Farmer. *Raising Hope: 4 Paths to Courageous Living for Black Youth*. Nashville: Foundery, 2017.
- Wright, Almeda M. *The Spiritual Lives of Young African Americans*. Oxford: Oxford University Press, 2017.

Appendix A: Written Assignment Evaluation Rubric

NAME:

		60-69 (C range)	70-79 (B range)	80-100 (A range)
CONTENT				
Depth	/25	Surface-level, book report, no depth	Some level of depth, appropriate for level of studies	Exceeds expectations for level of studies
Clarity of Ideas	/20	Confused interpretation of most points, or several major ideas	At expected levels	Beyond expected levels
Adequacy Sources	/15	Uses and cites less than required amount of sources or unacceptable sources	Uses and cites appropriate number of acceptable sources	Uses and cites more than appropriate number of sources, or uses sources of uncommon quality
Subtotal	/60			
ORGANIZATION AND MECHANICS				
Formatting / Citation Style	/15	Frequent or severe errors in formatting and citation practices	Fewer than five errors in formatting and citation practices	Free of formatting and citation errors
Themes	/10	Lacking thematic organization	Integrates sources to discuss 2 or 3 themes which are clearly related	Integrates sources to discuss one main theme, perhaps with explicit subdivisions
Use of English	/15	Frequent or severe errors in grammar, sentence structure, or word usage	Fluency in use of English; appropriate for level of studies	Exceptional fluency and language capacity supports communicative purpose
Subtotal	/40			
TOTAL	/100			

COMMENTS:

Appendix B: Presentation Assignment Evaluation Rubric

NAME:

		60-69 (C range)	70-79 (B range)	80-100 (A range)
Articulation of Content	/30	Surface-level, book report, no depth, confused interpretation of most points, or several major ideas, inadequate responses to questions	Some level of depth, appropriate for level of studies, clear interpretation, Q&A demonstrated an adequate grasp of material	Exceeds expectations for level of studies, articulated content with consistent clarity and depth, responded to questions by going deeper into content
Preparedness and Delivery	/25	Disorganized, confused, and disconnected parts of presentation, too long/short, did not speak clearly, did not use any additional presentation material (handouts, slideshow, etc.)	Demonstrated a level of organization and coherence, remained within timeframe, speech was clear, some additional materials used to engage participants	Exceeds expectations for organization and coherence, exceptional use of time, speech was very clear and showed passion, excellent use of materials to engage participants
Creativity	/30	Did not demonstrate creative thought in content and/or delivery	At expected levels, utilized some creative approaches to present content	Beyond expected levels, consistently demonstrated a high level of creativity and engagement
Formatting / Citation Style	/15	Frequent or severe errors in formatting and citation practices	Fewer than five errors in formatting and citation practices	Free of formatting and citation errors
TOTAL	/100			

COMMENTS:

Appendix C: Sample Formatting for Written Assignments

The Confessions

Augustine of Hippo

10 February 2021

CHED 0553: Nurturing the Spiritual Lives of Children
The Rev. Dr Dave Csinos

Great art Thou, O Lord, and greatly to be praised; great is Thy power, and Thy wisdom infinite. And Thee would man praise; man, but a particle of Thy creation; man, that bears about him his mortality, the witness of his sin, the witness that Thou resistest the proud: yet would man praise Thee; he, but a particle of Thy creation. Thou awakest us to delight in Thy praise; for Thou madest us for Thyself, and our heart is restless, until it repose in Thee. Grant me, Lord, to know and understand which is first, to call on Thee or to praise Thee? or how shall they believe without a preacher? and they that seek the Lord shall praise Him: for they that seek shall find Him, and they that find shall praise Him. I will seek Thee, Lord, by calling on Thee; and will call on Thee, believing in Thee; for to us hast Thou been preached. My faith, Lord, shall call on Thee, which Thou hast given me, wherewith Thou hast inspired me, through the Incarnation of Thy Son, through the ministry of the Preacher.

And how shall I call upon my God, my God and Lord, since, when I call for Him, I shall be calling Him to myself? and what room is there within me, whither my God can come into me? whither can God come into me, God who made heaven and earth? is there, indeed, O Lord my God, aught in me that can contain Thee? do then heaven and earth, which Thou hast made, and wherein Thou hast made me, contain Thee? or, because nothing which exists could exist without Thee, doth therefore whatever exists contain Thee? Since, then, I too exist, why do I seek that Thou shouldest enter into me, who were not, wert Thou not in me? Why? because I am not gone down in hell, and yet Thou art there also. For if I go down into hell, Thou art there. I could not be then, O my God, could not be at all, wert Thou not in me; or, rather, unless I were in Thee, of whom are all things, by whom are all things, in whom are all things? Even so, Lord, even so.

Whither do I call Thee, since I am in Thee? or whence canst Thou enter into me? for whither can I go beyond heaven and earth, that thence my God should come into me, who hath said, I fill the heaven and the earth.¹

Do the heaven and earth then contain Thee, since Thou fillest them? or dost Thou fill them and yet overflow, since they do not contain Thee? And whither, when the heaven and the earth are filled, pourest Thou forth the remainder of Thyself? or hast Thou no need that aught contain Thee, who containest all things, since what Thou fillest Thou fillest by containing it? for the vessels which Thou fillest uphold Thee not, since, though they were broken, Thou wert not poured out.

Oh! that I might repose on Thee!² Oh! that Thou wouldest enter into my heart, and inebriate it, that I may forget my ills, and embrace Thee, my sole good! What art Thou to me? In Thy pity, teach me to utter it. Or what am I to Thee that Thou demandest my love, and, if I give it not, art wroth with me, and threatenest me with grievous woes? Is it then a slight woe to love Thee not? Oh! for Thy mercies' sake, tell me, O Lord my God, what Thou art unto me. Say unto my soul, I am thy salvation.³ So speak, that I may hear. Behold, Lord, my heart is before Thee; open Thou the ears thereof, and say unto my soul, I am thy salvation. After this voice let me haste, aSay, Lord, to me, Thy suppliant; say, all-pitying, to me, Thy pitiable one; say, did my infancy succeed another age of mine that died before it?⁴ was it that which I spent within my mother's womb? for of that I have heard somewhat, and have myself seen women with child? and what before that life again, O God my joy, was I any where or any body?

¹ David M. Mellott, *Finding Your Way in Seminary: What to Expect, How to Thrive* (Louisville: Westminster John Knox, 2016), 39.

² Mellott, *Finding Your Way*, 63.

³ Leonard Franchi, "Healing the Wounds: St. Augustine, Catechesis, and Religious Education Today," *Religious Education* 106, no. 3 (2011): 302.

⁴ James W. Fowler and Mary Lynn Dell, "Stages of Faith From Infancy Through Adolescence: Reflections on Three Decades of Faith Development Theory," in *The Handbook of Spiritual Development in Childhood in Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 34-45 (Thousand Oaks, CA: Sage, 2006), 36.

Works Cited

- Fowler, James W. and Mary Lynn Dell. "Stages of Faith From Infancy Through Adolescence: Reflections on Three Decades of Faith Development Theories." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 34-45. Thousand Oaks, CA: Sage, 2006.
- Franchi, Leonard. "Healing the Wounds: St. Augustine, Catechesis, and Religious Education Today." *Religious Education* 106, no. 3 (2011): 299-311.
- Mellott, David M. *Finding Your Way in Seminary: What to Expect, How to Thrive*. Louisville: Westminster John Knox, 2016.