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THE ADMINISTRATION OF RELIGIOUS EDUCATION IN A PARISH

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6. The Boys' Department under the Superintendent, Prof. W. C. Bryant, has proved so successful that a full-pledged Girls' Department with all necessary officers has been organized.

7. A committee was appointed to confer with the Public School Board and the High School authorities concerning credit for approved courses in the Bible and religious education.

THE ADMINISTRATION OF RELIGIOUS EDUCATION IN A PARISH

AN OUTLINE OF PROBLEMS

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PRESUPPOSITIONS

1. That the aim at every point here mentioned shall be efficiency in religious education. 2. That the work shall be judged in the light of definite standards of efficiency. 3. That every worker and every department shall be accountable to someone.

Further details for testing a school will be found in "A Scheme for Constructive Observation Work in Sunday Schools," published in RELIGIOUS EDUCATION, December, 1914, pages 561-571.

I. EDUCATIONAL NEEDS

What special educational needs center around this church? Determine by religious census and community survey. What parts of its proper constituency of children and young people is this church now reaching?

II. EDUCATIONAL FORCES

What educational forces are now at work in this church?

A. How many families in which at least one parent is Christian? How many families instruct and train children in religion?

B. List of employed church workers (pastor, etc.), educational duties of each, and training for such work each has had.

C. List of all organizations of children and young people—

Sunday school, Young People's Society, etc. Which ones are controlled by the aim of religious education?

D. Are all these workers and organizations co-ordinated in a system of religious education? Is each accountable to someone?

E. Annual expenditure for religious education. Annual expenditure for all local running expenses (exclusive of benevolences).

III. BUILDINGS AND EQUIPMENT

A. *The Building.* It is protected from fire? Are these exits always ready, and are they adequate in case fire occurs when the maximum number of persons is present? Is it sanitary, clean in every part? Ventilation, light, heat? Adequate toilet facilities properly kept? Are the building and its rooms large enough? Churchly? Esthetically pleasing? What provision for worship? For class-room teaching? For departmental assemblies? For social, recreational, and athletic purposes?

B. *Equipment.* 1. Furniture. Hat, coat, and umbrella racks? Seats and tables adapted to size of children? Blackboards? Cabinets for class materials? 2. Materials for teaching. Musical instruments? Books of worship? Maps? Pictures? Teachers' library? Pupils' library? Stereoscopes and stereographs? Stereopticon, etc.? 3. Office appliances. Record and account books? Card catalogue system, with filing cases? How are supplies kept? Facilities for correspondence, manifolding, printing, making and displaying exhibits, preserving historical data?

IV. FINANCIAL SUPPORT

Does the church assume financial responsibility for all its educational work? Do the Sunday school, Young People's societies, etc., contribute to the church? Who prepares the budget? By whom is it adopted and authorized? How are the funds raised? Who has the custody of them? Who makes purchases? Who decides what shall be purchased? Who signs orders on the treasurer? How are accounts audited? To whom are reports made? What educational ideas are reflected in this entire financial system?

V. ORGANIZATION OF THE CHURCH SCHOOL

The following analysis assumes that certain functions should be performed, but it does not assume that there is any single, uniformly best kind of organization. The test of each organization

is this: Does it perform all the educational functions appropriate to this church, and does it perform them economically?

A. *The Functions Now Performed by this School; and How they are Distributed.*

1. Make a list of all official positions held by individuals, whether officers, teachers, or pupils, giving the following details. a. Position. b. Qualifications required. c. How appointment is made. d. Term of office. e. How removal is effected. f. Duties. g. Compensation. h. Supervised by.

2. Make a similar list of groups that decide anything, or execute any of the school's work by group action (faculty, committees, classes, etc.). Include these items: a. Name or kind of body. b. Composed of. c. How appointed or elected. d. When and how often are meetings held? e. What questions does it decide for itself? f. If a veto power is exercised, by whom? g. What other activities besides voting? h. What reports does it make, and what records does it keep? i. By whom is the work of this body supervised?

NOTE 1. Assume that all work with children and young people belongs within the church school; therefore include in the above lists all the societies of children and youth.

NOTE 2. If to the above lists be added the unofficial activities of pupils (getting lessons, reciting, singing, etc.) the whole should constitute an exhaustive inventory of things done. Are your lists thus exhaustive?

B. *How to Judge this Organization.* Make a third list as follows: a. After studying the preceding lists, what duplications or conflicts of function would you say exist in this school? b. What needless functions or offices? c. What needs or functions proper to this school are entirely neglected? d. What functions are well provided for? e. By what changes, if any, in this scheme of organization could efficiency be increased? f. Is there anything to prevent starting to plan for these changes right now? Who should take the initiative?

C. *Commonly Neglected Administrative Functions.* When you make the third list ask yourself these questions: 1. Who determines the educational needs of this church's natural or accessible constituency? 2. Who decides upon the educational aims of this church? 3. Who sees to the recruiting of pupils? 4. Who determines the needs of each new pupil and assigns him to an appropriate group? 5. Who decides upon size and sex of each class or other group, and where and when it shall meet? 6. Who chooses the

course of instruction for each class or other group? 7. Who decides upon desirable equipment for each class or group? When a building is to be erected or changed, who decides upon the plans? 8. Who decides upon *methods* of instruction and training for each class or other group? 9. Who decides what departments and societies there shall be, and what they shall do? 10. Who decides upon policies and methods for training in worship? 11. Who decides upon the system of records and reports? 12. What reports of their work are made by teachers, leaders, and officers, and to whom is each such report made? 13. Who supervises each teacher, leader, officer? Understand by "supervision" the following: Making oneself acquainted with quality and amount of work done, giving helpful advice, and making the results of such observation and advice available for the use of those who determine policies and appointments. 14. Who is responsible for securing and training candidates for teaching and administrative positions? For training those already in service? 15. Who sees to it that the pupils are at the proper time prepared for and inducted into full membership in the church? 16. That they are inducted into adult church activities? 17. Who promotes and supervises religious education in the home? 18. Who co-ordinates the work of this church school with the educational work of the denomination as a whole? With that of other local churches? With inter-denominational and independent educational societies? With the state schools? With the social life of the community? 19. Who sees to it that the entire educational work of this church is unified, and that it actually pursues the officially adopted policies?

IV. STANDARDS OF PRODUCT

Assumption: That the product to be aimed at is Christian life here and now in each pupil, but also growing and maturing. Christian life should be thought of as including growing knowledge as to what the Christian way of life is; growing knowledge of the institutions and methods for furthering this life and for the Christian reconstruction of society; intelligent and growing participation in Christian service; intelligent and growing practice of worship, both common worship and private devotions.

A further assumption: Though pupils are dealt with in groups, the special needs of each individual should be known and met. Standards of product are then determined as follows: 1. What level or type of religious life is to be expected in each grade, department,

or other group? This depends upon general factors, such as age and sex, and upon special factors, such as home training, school life, street life, occupational life, recreational life. 2. Do the pupils, as a matter of fact, progress through these levels of religious life? 3. If the progress is not entirely satisfactory, how far is the defect due to lack of skilful work on our part, and how far to negative influences—such as ill health, errors of parents, etc.—over which we have no control? This question should be answered not merely from the standpoint of a particular teacher, but also from that of the church as a whole. Does the church instruct the parents? Are the children suffering from community conditions that the church could remove? 5. What sort of church life is this school producing? 6. What sort of parents do its pupils make? 7. What sort of community life is it producing? 8. How many and what kind of workers is it contributing to church and society? Is it producing skilful church-workers? How many of them? Is it producing workers for social righteousness in business, the state, in other social relations? Is it producing ministers, missionaries, and other religious workers? Does it train up voluntary workers for the various departments of the local church? How many of its pupils make shipwreck of life? How many become indifferent?

VII. STANDARDS OF PROCESS

We can test efficiency in part by noting whether processes approved by experience are in use. Note that the possibility of a given process may depend upon the presence of certain conditions (as appropriate temperature), or certain material (as books), or a certain kind of person (as a teacher who knows something about teaching). Hence: 1. What physical conditions here present are favorable and what unfavorable to the kind of work that needs to be done, whether instruction, worship, or social training? 2. Which workers have, and which have not, a correct, clearly defined educational aim for their work? 3. Estimate the competence of each worker in the light of his personality, character, training, experience, interest, culture, present studies, and known results. 4. Does the curriculum of instruction comply with the standards both of religion and of educational science? 5. Can the same be said of every textbook or lesson series in every grade? 6. What does actual observation (or at least the teacher's reports) show as to each teacher's use of the principles of teaching? 7. Consider the particular contribution to religious education that should be expected from every leader and

officer, and then determine whether the methods he is using are the ones that experience shows to be the best. 8. What provision is made for correcting the faults and increasing the skill of all teachers, leaders, and officers? To what extent does each one take advantage of these provisions?

NOTE.—Avoid treating educational aims and processes in a purely a priori way. Consider the special needs and unavoidable limitations in each case. Always study the attitudes of pupils toward every detail—persons, material, processes. Remember that our standards themselves may need revision.

THE FAMILY AS AN AGENCY FOR RELIGIOUS EDUCATION

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History gives a presumption in favor of the family as an agency for religious education. For from time immemorial the father has been the high priest of the home. The family hearth was the first altar, the domestic fire the first sacred flame.

To make the family an agency for religious education, it is necessary that the family should be a religious institution. Every human agency springs from a human force, and every lasting human force comes from a human institution. Doing proceeds from being, efficiency from organism, service from character. Yet in turn, the agency re-acts—the doing determines somewhat the being, the efficiency works on and reforms the organism, and service makes, or helps to make, character. The cause, the condition, the result act, re-act, co-operate.

Let us begin at the beginning. This man and this woman, becoming husband and wife, are Christian. All that the word connotes belongs to them. If they are Christian, this institution—the family, is Christian. Being Christian, they are educative in the Christian faith to each other. The intimacies of the wedded life help to reveal the inner truths of the Christian faith. The wedded life unites their hearts in deeper oneness with God himself. A common destiny of these two lives strengthens the mighty Godward trend of their common being.

This husband and wife being Christian, becoming father and