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Board of Religious Education. The Board employs an executive officer who performs its chief administrative and supervisory functions. A community training school was opened on September 28th and will continue twenty-four weeks. The courses are organized on a basis of two terms of twelve weeks each.

The week-day schools are conducted in the public school buildings with the cordial consent of public school officials. Five 30-minute periods of instruction per week are provided, the classes meeting each morning from 8:15 to 8:45. Public school teachers constitute a majority of the teachers giving instruction in the week-day schools. The remainder are selected from the graduate students in the Department of Religious Education of Northwestern University and the religious workers in the community. All teachers are selected and paid by the Board of Religious Education.

The plan being carried out in Oak Park is very similar to these other plans so far as overhead organization is concerned. The training school, which opened on October 12th, provides for two terms of twelve weeks each. The program is very similar to the one being offered by the Evanston training school.

Week-day instruction is organized on a different plan than either of the plans already discussed. Instruction is offered for children beginning with the sixth grade of the elementary school and extending through the high school years. By action of the Boards of Education of these schools, pupils whose parents so desire are excused from the public schools two periods per week to receive religious instruction. The classes meet in church buildings and are conducted throughout the day, which enables the employment of full time teachers for this work. This plan makes religious instruction an integral part of education and does not compel the child to take the work in addition to his public school program. Two periods per week in religious instruction are substituted for two periods per week in the public schools. Pupils of the public schools who are not enrolled in the week-day schools receive instruction in the subject from which the other pupils are excused.

Each plan represents a successful coöperative effort in securing more adequate facilities for religious instruction. The plans differ somewhat in details because each is adapted to the peculiar needs and conditions of the community. Enrollment both in the training schools and the week-day schools shows general interest in the movement. The programs are well conceived and the results being achieved are highly satisfactory.

Community Projects in Religious Education

JOHN ELBERT STOUT, PH.D.*

Community projects for providing more adequate facilities in religious education are of recent origin. A few communities are pioneering in this movement and the results as reported are very gratifying. Lack of uniformity exists in plans and programs, but the controlling idea of community responsibility and coöperation is the same. Three of these projects will receive brief consideration in this article. The Department of Religious Education of Northwestern University sustains an advisory relation to the first two mentioned below.

In Lake County, Indiana, an intercommunity organization was formed about a year ago. The community units included are Indiana Harbor, East Chicago, Whiting, and Hammond. A Council of Religious Education was formed composed of representatives from the various churches in the respective communities. The function of this organization is to secure the coöperation of the religious and social forces in carrying on the inter-community enterprise. A Board of Religious Education appointed by the Executive Committee of the Council is responsible for the organization and general administration of the program. Each community has its own educational committee, which looks after matters of detail. The administrative and supervisory functions of the Board are performed chiefly through its executive officer, who devotes all of his time to the work.

The program includes a training school for teachers and social workers, and week-day schools of religious instruction for children. The former is held at Hammond on Tuesday evening of each week. The school opened on November 9th, and will continue sixteen weeks. Week-day schools are maintained in each of the communities coöperating. The prevailing practice is to provide four 30-minute periods of instruction per week. The classes meet either before or after public school hours. In Hammond the work is carried on in public school buildings, and the teaching is done entirely by public school teachers. These teachers are employed and paid by the Board of Religious Education. This plan is being carried out with the hearty coöperation of public school officials.

The schools in the other three communities are being conducted in church buildings located conveniently near public school buildings. The teachers are employed by the various church organizations and devote part of their time to the community week-day instruction. In some cases the teachers receive part of their salaries from the community fund. In other cases they are paid entirely by the church organizations.

The overhead organization in Evanston consists of a Council of Religious Education, an Executive Committee of this Council, and a

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