A STUDY TO DEVELOP A HANDBOOK FOR ADMINISTRATION OF PROTESTANT
RELIGIOUS EDUCATION IN THE ARMED FORCES

by

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INTRODUCTION

The Protestant Religious Education Program is an integral part of the command responsibility. It must be much more than a chaplain's program, if it is to accomplish its total mission in the military to bring God to man and man to God. All the resources available to the command: Material, human and spiritual, should be dedicated fully to the enrichment of the spiritual life of every person in the military community.

Purpose of the Study

The general purpose of this study was to provide a handbook of procedures for the development and administration of a Protestant Religious Education program that is understandable to all individuals in all echelons of command. Such a handbook is needed to help implement a more meaningful Protestant Religious Education program that will meet the spiritual needs in a military community. The last chapter of this study outlines the specific responsibilities and principles in the form of a handbook.

Justification for the Study

There were three factors which made this study necessary. They were (1) the necessity for providing sound administrative principles that could be used within the framework of the military, (2) the need to assist in the coordination of all resources available to the military community, human material and spiritual, in the enrichment of the total religious life, and (3) the need to produce a handbook consistent with

administrative procedures and principles to be used in coordinating religious activities within the military.

Limitations of the Study

This study is limited in three ways. They are (1) the usefulness of this study will be determined by the needs of the reader, (2) the study is meant to be for the use of professional religious educators within the Armed Forces, and (3) this study is not intended to solve individual or local problems.

Scope of the Study

This study deals with the basic principles which have been tried and tested in the fields of educational administration, business administration, military management, and Christian Education.

The literature studied consisted of selected books, periodicals, pamphlets, and general references at Kansas State University Library; the North American Baptist Seminary Library, Sioux Falls, South Dakota; and the Fort Riley Library. The material studied was organized and developed in the form of a handbook for use of people in the Protestant Religious Education program.

HISTORY OF THE ARMED FORCES CHAPLAINCY

The history of the Chaplaincy of the United States Army reaches back to the beginnings of our nation. The Chaplaincy was created by act of the Continental Congress in 1775 upon the recommendation of General George Washington. Since then Army chaplains have provided moral and spiritual leadership to generations of soldiers in peace and war.[1]

The development of the chaplaincy program in the Armed Forces, grew out of the concern of the government for the general welfare of its citizens and the recognition that ours was a nation of people who worshipped and depended on Almighty God.

Implicit in the First Amendment is the guarantee that religion in its various denominational forms may be freely exercised and propagated. Though keenly aware of the loss of liberty which is at stake when state and church are mingled in their functions, our government has not hesitated to encourage its citizens to support religion, because of the benign effect which it has on the lives of individual citizens, families and the whole nation.[2]

A chaplain's duties are usually described as being analogous to those of a civilian parish minister. When for doctrinal reasons the chaplain cannot serve certain individuals or groups, he is at liberty to

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[1] The Challenge of the Chaplaincy in the United States Army, Department of the Army Pamphlet 16-2.

[2] Eugene F. Klug, "The Chaplaincy in American Public Life," Link Magazine, February 1966, pp 15-16.

make alternative arrangements through clergymen of other and more mutually acceptable beliefs. The chaplain conducts worship, administers the ordinances or sacraments of his church, instructs for church membership, teaches Bible classes, solemnizes marriages, conducts funerals, ministers to the sick, imprisoned, and distressed, and offers counsel to those who need help or guidance.

By precept and example he sets the moral tone for the "community" of his battalion, brigade, division, or post. In his position as spiritual leader the chaplain usually serves the commanding officer as adviser on religious, moral, and morale matters. The emphasis is strictly on the spiritual side.[3]

In all his activities the chaplain has a remarkably free hand, and he is excused from collateral duties which do not directly fit into the area of his professional calling.[4]

Every chaplain has a dual capacity: to foster morals and high morale in the Armed Services and to provide for military personnel the rights and privileges of religious worship. To this end, commanding officers are instructed to make provision for religious worship and to encourage attendance at the same by all men under their command.[5]

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[3] The Chaplain, Department of the Army Field Manual 16-5 (Washington: U.S. Government Printing Office), August 1964, Chapter 1, p 1.

[4] Department of the Army, Army Regulation 165-5, Washington: U.S. Government Printing Office, 7 November 1960, Sec III, 13.

[5] Ibid., The Chaplain.

ADMINISTRATION IN RELIGIOUS EDUCATION

The purpose of administration in general is to get something done. Everything that is done must be evaluated from the viewpoint of what it contributes to the effectiveness of a program.[6]

General Administrative Operations

Over the years, a general body of principles have been developed by administrators for guiding themselves in their actions and decisions. Pfiffner,[7] Tead,[8] Urwick,[9] and others have spelled out many of the general rules which have guided successful administrators in their executive duties. The rules and operational concepts which they have developed are: (1) planning, (2) organizing, (3) delegating, and (4) coordinating.

Problems of Administration

1. _General Problems_. What are some of the recurring problems of an organization with which administrators are concerned? That is, what are the operations which demand constant attention and the application

[6]Calvin Grieder, Truman M. Pierce, and William Everett Rosenstegel, _Public School Administration_ (The Ronald Press Company, New York, 1960), pp. 87–89.

[7]John Pfiffner, _The Supervision of Personnel_ (Englewood Cliffs, New Jersey: Prentice-Hall, 1958), pp. 47–48.

[8]Ordway Tead, _The Art of Administration_ (McGraw-Hill Co., 1951), Chapter 7.

[9]Lyndall Urwick, _Elements of Administration_ (New York: Harper and Brothers, 1944), pp. 16–20.

of administrative principles if programs are to be successful? The fol-
lowing list is not exhaustive but merely suggestive of those operations
in which administrators are involved. They are expected to make up bud-
gets, supervise expenditures of large sums of money, evaluate the work
of the leaders, keep citizens informed of the program, recruit new
leaders, train teachers, set up organizations, interview prospective
leaders for positions on the educational staff, formulate policies, work
out program details and special projects, in short, provide a compre-
hensive type of leadership that is an essential and vital contribution
to the administration of the organization.[10]

    2. _Democratic or Autocratic Administration_? One major problem
facing administrative leaders is whether to employ democratic or auto-
cratic administrative processes. The writer believes that democratic
processes are those best suited because they more adequately reflect the
concepts of "the dignity and importance of the individual," "the equality
of every person," and "the right of liberty and freedom for the human
personality," all of which are integral parts of democratic administra-
tive theory. When one speaks of democratic administration, he places
the greatest emphasis on the person in administration rather than on the
process, though one should recognize that these are so intimately related
that they can be separated only for literary purposes.[11]

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[10] William H. Leach, _Handbook of Church Management_ (Englewood
Cliffs, New Jersey: Prentice-Hall, Inc., 1958), pp. 12-24.

[11] Grieder, _op. cit._, p. 95.

Planning in Administration

It is necessary for commercial enterprises and schools to make
choices and set up realistic objectives designed to train and to educate
the human elements. Among the human elements with which administration
is concerned are children, parents, teachers, employers, and the citi-
zens of the community in general. Planning cannot be conducted effec-
tively without clearly defined goals. Once the goals have been chosen
and stated, then subsequent steps in the planning process can be taken.

Planning is the process of examining the past and the present in
order to construct the best program for achieving the desired objectives
in both present and future. Forecasting is not an easy undertaking but
it must be done if goals and objectives are to be effectively achieved.
This requires the collection and the interpretation of relevant data
from past programs (both successful and unsuccessful) and also from
present ones, so that judgments of a dependable nature can be made for
future action. Planning in this sense is not an end of the administra-
tive process but simply a means to an end. Sears states:

> Though planning can and often must be carried on as a separate
> function, it is never in itself a final end, but always a means
> to an end. As such, it becomes a first step in something beyond
> itself. This something may be further planning; but ultimately
> the planning is completed and its product is ready for use. The
> use of planning is to discover and prepare the way for some
> needed decision or some action to be taken.[12]

Leaders soon discover that objectives should exist at every

[12]Jesse B. Sears, The Nature of the Administrative Process (New
York: McGraw-Hill, 1950), pp. 40-41.

organizational level, objectives unique to the levels themselves but which harmonize with and lead toward, and into the more general objectives located on the highest level.

Some objectives can be reached rather quickly whereas others require much longer periods of time. There is also the danger that plans, once formulated, will not be implemented. Schleh has suggested to prevent this from developing is to insist that all activities, projects, or goals, are assigned to a project person.[13]

Another caution to be observed involves the assignment, by a supervisor, of goals which appear to the individual to be unattainable. The supervisor, therefore, must learn to assign only those goals which are possible of achievement and are realistic in the eyes of those who will be carrying the major part of the load.

In addition to formulating objectives and designed plans, the administrator will soon discover that there are a great many decisions which must be made in the execution of plans. Decisions must be made at every level of the organization, beginning at the highest and proceeding to the lowest level. Some of the levels at which policy-making will occur are the following:

1. _Command Level_. This is the highest level and carries with it a great degree of responsibility and authority. The policies which are laid down by the highest level are usually of a general nature and influence the entire program.

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[13] Edward C. Schleh, _Successful Executive Action_ (Englewood Cliffs: Prentice-Hall, 1955), p. 10.

2. _Staff Level_. This group usually involves the supervisors who are charged with the execution of plans and policies laid down by the Command level.

3. _Advisory Level_. This group usually assists the supervisor in evaluating and improving existing programs, assisting in the administration and supervision of the entire program, and in executing the plans and policies laid down by the Command and Staff levels.

4. _Supervisor Level_. This group comprises another level of administration. It is concerned with the best methods and techniques for implementing the policies which have been formulated at higher levels above them and recommending changes in keeping with the special area of competence.

5. _Workers, Teachers, and Members Level_. This is the level at which most plans are finally implemented. Important to the implementation of the plans is the understanding and the good will of those who operate at this level. If they are acquainted with the details, if they understand the purpose, and if they have been invited to participate in the early stages of the planning process, they will usually cooperate and put the plans into effective operation.

Organization in Administration

Chester Barnard, prolific writer in the field of business administration, states that an organization exists when three general factors are present: (1) communication between persons, (2) a willingness to serve on the part of these persons, and (3) a common purpose or goal

which unifies or coordinates their efforts.[14]

The simplest organization in Barnard's terms would be two persons in communication working toward a common goal. The permanence of an organization, however, depends upon the willingness of persons to continue their service. This in turn is dependent upon their faith in the organization's goal or major purpose. The purpose must be clearly understood by the members of any organization if there is to be a spirit of mission.

1. _Meaning of Organization_. The term "organization" is used in several ways by those working in the field of administration. When one hears the expression, "Let's get things organized around here," it may refer to the need for improved coordination of activities. Or, it may be a demand for something more basic, namely, a demand for defining the jobs to be done and relating these to each other so that a definite structure is established. When people know what their positions and responsibilities are, they can begin to coordinate their actions. The prerequisite, however, for good coordination is a structure in which people know their definite place is in the organization and their specific duties.

Because the task of setting up an organization is such a sizable undertaking, it is best not to "overload" it by including the process of coordination.

The writer shall, therefore, employ Newman's definition:

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[14]Chester R. Barnard, _The Functions of the Executive_ (Cambridge, Mass.: Harvard University Press, 1938), p. 82.

The administrative process of organizing an enterprise or any of its parts consists of (1) dividing and grouping the work that should be done (including administration) into individual jobs, and (2) defining the established relationships between individuals filling these jobs.[15]

In line with the above, the term "organization" refers primarily to the administrative activity of setting up the general structure of an enterprise and arranging the jobs within that structure in vertical and horizontal relationships according to a general pattern.

2. _Analysis of an Organization_. One of the best methods for discovering the organization structure is to conduct a careful, analytical study of existing interpersonal relationships. To accomplish such study the groups within the organization must be identified. Particular note of the responsibilities and the authority of each of these groups should be made. In fact, all committees and boards of both a permanent and temporary nature should be analyzed in this way.

After the groups have been defined, further analysis should be made of constitutions which may exist for the work of the children, youth, parents, teachers, employees, and the citizens of the community in general.

The final operation is to define and diagram as clearly as possible the relationship which exists between all important groups and personnel so that channels of responsibility and communications are easily discernible.

If an organization chart is to be drawn for the first time, it is

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[15]William H. Newman, _Administrative Action_ (New York: Prentice-Hall, 1957), p. 123.

usually best to make the chart tentative in nature. The use of the word "tentative" at this stage is important; otherwise, an attitude may develop among the people to the effect that an organizational strait jacket is being forced upon them, limiting their activities and their personal freedom. In any event, it is well to remember that after an organizational relationship has been described it is most difficult to revise.

3. _The Line Function_. This is known in organizational theory as the vertical aspect of organization. Anyone who holds a position in the line is one who has been given authority to issue commands, orders, and directives which significantly influence the entire organization. The commands or directives issued by line personnel always affect those who function at, and below, the level at which the orders are issued. Line officials divert, make decisions, and carry general responsibility for the success or failure of an organizational program. Allen stipulates this when he says: "Line managers have authority to accept, reject, or modify the advice or service proffered by the staff."[16]

4. _The Staff Function_. The second aspect of organization is that of the staff. This is the horizontal aspect of organization. It does not issue commands, but offers advice to those functioning in the line.

The staff identifies with the line in an advisory capacity. Whatever authority staff members exercise is derived from their

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[16]Louis A. Allen, _Management and Organization_ (New York: McGraw-Hill, 1958), p. 248.

technical and specialized knowledge. Staff members carry the responsi-
bility for gathering information related to the program, tabulating data
and suggesting alternative plans for achieving a specific objective.
Line members, on the other hand, must select the relevant and interpret
data provided, weigh the alternative plans suggested, and make those
decisions which will result in an effective approach to the attainment
of stated objectives. The staff proposes, and the line judges. If a
plan is successful, the line personnel receive the credit for its selec-
tion even though the staff may have developed it. But it is also true
that if a plan fails in its purpose, the staff does not receive the
major criticism though it may have developed and recommended the plan.

    5. The Informal Function. Informal groups are not always
included in an organization chart. These groups may evolve slowly,
almost imperceptibly, from within the organization until they become an
integral though informal part of the structure. Being closely knit
groups, they will often meet informally to make plans which ultimately
wield a great deal of influence. Should these groups be broken up? Not
always. Dalton comments that:

> Informal action may work for many ends: to change and preserve
> the organization, to protect weak individuals, punish erring ones,
> reward others, to recruit new personnel, and to maintain dignity
> of the formal organization.[17]

    Informal groups often provide a source of strength and stability
for an organization in the midst of its changing constituency. It
becomes essential then for administrators to study the organizational

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[17]Melville Dalton, Men Who Manage (New York: John Wiley and
Sons, 1959), p. 222.

structure in reference to informal groups as well as formal. Wherever informal groups are found, plans should be made to use them in a constructive way whenever possible, to use their spirit of cohesiveness, and to direct their efforts so that they, in effect, assist the formal groups in the achievement of the organization's objectives.

Delegation in Administration

As an administrator thinks about the structure of an organization, he cannot but reflect on the responsibilities of the personnel who will direct the administrative program. There is need to distribute the work load so that those leading the organization are not charged with every activity ranging from policy-making to the choosing of paper clips.

It is possible, however, to ignore the principles of good administration and become so involved in the program of an organization that one commits two administrative sins: (1) exhausting oneself with work detail, and (2) depriving others in the organization of exercising their responsibilities.

Urwick has stated: "Without delegation no organization can function effectively. Yet, lack of the courage to delegate properly and of knowledge of how to do it, is one of the most general causes of failure in organization."[18]

1. _Importance of Delegation_. Whether an organization is large

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[18]Urwick, _op. cit._, p. 51.

or small, delegation of some nature will be evident. It may be hap-
hazard, it may be unsystematic, but it will be present. Delegation, in
short, cannot be avoided in any organization.

The larger an organization becomes, the more important it is for
an administrator to apply the principles of delegation. Those on the
staff of a moderately large organization will of necessity concern them-
selves with more abstract operations, such as policy-making, supervision,
counseling, and coordination. These more important activities can be
adequately carried out, however, only if other duties are delegated to
supervisors, teachers and workers. The making of decisions should
ordinarily be delegated to the lowest possible level of the hierarchy.
The person who is closest to the problems arising at the lower levels of
an organization are many times more qualified to make relevant decisions
than are those on higher administrative levels.

If those at each level of an organization are expected to accept
delegated responsibilities, then it is vital for all who are connected
with the program of the organization to receive appropriate training.
Without it, organization soon crumbles. Thus, delegation may have a
twofold purpose: that of educating men in leadership skills, and that
of freeing the administrator for more important activities.

If responsibilities are delegated indiscriminately, without due
consideration of the abilities, time, and available energy of the per-
sons involved, the load may be too heavy for them with a subsequent
lowering of morale.

2. <u>Decisions Which May be Delegated</u>. The lesson the

administrator must learn is that of assignment of decisions. To elabo-
rate more fully upon the criteria for delegation, a delegator would do
well to think about the following categories of decision-making for a
delegatee: (1) decisions of a routine nature, (2) decisions to be
reported, and (3) decisions requiring consultation.

Decisions of a routine nature do not call for a report by sub-
ordinates to their superiors. All decisions of this nature should be
covered by written policies, thus relieving the administrator of many
trivial decisions and unimportant problems.

Decisions followed by a report requires an after-action report of
the decision which has been rendered.

Decisions requiring consultation with one's immediate superiors
may or may not require the attention of persons at the top of the
organizational structure. The crucial question is whether or not all
concerned feel that the decision should be made by someone with the
authority, namely, the chief administrator.

In view of the various types of decisions and duties which may be
assigned, the administrator should use discretion in selecting the
responsibilities to be delegated. As Sears has indicated:

> Position should be clearly assigned, care being taken to relate
> the assignment to the objectives, organization and program, or
> outlined in the rules; and with special explanations when dis-
> cretionary power is to be delegated or when close cooperation with
> others will be involved. This can best be done at the time of
> appointment.[19]

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[19] Sears, op. cit., p. 305.

Coordination in Administration

Another of the basic functions of the administrator is that of coordination. This is the key to efficiency in the achievement of any program. It is the means whereby much confusion and duplication of effort are reduced. And it is also the means whereby many conflicts, tensions, and resentments are eliminated through the integration of activities.

Coordination may be defined as the act of achieving unity and harmony of effort in the achievement of organizational goals. Tead states that "coordination is the work of assuring that production, sales, finance, personnel, as well as the lesser functional activities, are integrated and interrelated, with regard to both appropriate structures and attitudes, in order to achieve as smoothly as possible the desired end result."[20] If the programs can be characterized by teamwork and harmony, then the greater should be their achievements and accomplishments.

1. <u>Vertical Phase of Coordination</u>. Coordination is in either an upward or downward direction and is achieved largely through the exercise of authority as one occupies a line position. The authority may be of an "organizational" type which is delegated by superiors and is recognized and accepted by subordinates at all lower levels of the organization, or it may be authority having its source in the knowledge that an individual possesses. By virtue of the leaders knowledge, he is

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[20]Tead, <u>op</u>. <u>cit</u>., p. 102.

given the right to exercise authority, whether it be of a formal or informal nature.

Most important to the vertical aspect of coordination is the process of communication. Personnel must have policies and directives communicated to them if they are to know what is expected of them. A family, a school, or even a nation will soon lose all direction without established lines of communication with its own members.

2. <u>Horizontal Phase of Coordination</u>. Horizontal coordination is the integration and synchronization of activities between divisions or departments on the same organizational level. While vertical coordination is achieved through the use of authority, horizontal coordination is very often achieved through the use of leadership. Essential to horizontal coordination is an integration of will and enthusiasm for the objectives and activities of a program. When people possess a deep sense of responsibility and want to attain a certain goal and find that they can best accomplish these through teamwork, they are willing to put aside differences they may have toward each other for the sake of achieving a common objective.

A factor concomitant to coordination is that of complete and thorough training. The more thoroughly a person is prepared to understand his job and how it is related to other positions in the organization, the more he will cooperate in promoting the over-all program. If there is overlapping or duplication of duties because someone has failed to delegate responsibility within its clearly defined limits, then the coordination of the program will be difficult.

3. <u>Devices Useful for Securing Coordination</u>. Each organization is unique. One organization may find a device extremely useful for the coordination of its activities. Another organization may discover that the same device is ineffective for its situation. But the list of coordinative devices given below should be suggestive for improving most programs at one point or another.

The organizational calendar announces the regularly scheduled activities of the organization. If at all possible, the calendar should be distributed to the organization as a whole. A long-range view will recognize the business-like planning incorporated in an annual organizational calendar and the motivation it will provide for leaders and others to plan their personal program, with the organization coming first rather than last in their thinking.

The values inherent in an organizational chart that diagrams the administrative relationships between those in leadership positions have been explained. A chart of this nature should be distributed to all officers and workers to help them visualize the organization, its work, and its personnel in their various relationships. This becomes a coordinative device in that each person knows to whom he may go for assistance and who has the knowledge and authority pertaining to the matter at hand.

Weekly and monthly staff meetings for the organizational staff and certain other groups are absolutely necessary if activities are to be kept coordinated.

The organizational bulletin is perhaps the most commonly used

device for coordination activities and is distributed to all workers. Organizational bulletins which announce important events for a month ahead are doing the members a genuine service, but even this cannot compare with the more efficient method of distributing annual calendars to the entire community.

There are some organizations which publish a paper in addition to a bulletin. This too may be employed for publicizing and coordinating activities. If a paper is to be started there should be reasonable assurance that there are personnel who will continue its publication for at least a year or longer.

The methods used for communicating with personnel will depend upon the importance and complexity of the content to be conveyed, the education and experience of those who receive the communications, and the degree of urgency involved.

Relation of General Administration to Religious Education

Obviously, a religious education program cannot run itself. There must be responsible persons who will administer it properly. The religious administrator must work with literally hundreds of details when directing a broad educational program. Plans must be made and policies formulated; they must be carefully implemented within the Command structure; data must be gathered indicating the extent to which the plans and policies are successful or unsuccessful, so that future policy-making and planning will point toward realistic goals. In essence, a sound religious education program calls for effective

administration.[21]

     The general administrative procedures specifically relate to religious education.

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[21]Grieder, _op_. _cit_., pp. 87–89.

SUMMARY--A HANDBOOK FOR ADMINISTRATION OF A PROTESTANT RELIGIOUS
EDUCATION PROGRAM IN THE ARMED FORCES

This summary is designed to be specifically used as a guide for
people involved in administering protestant religious education program.

General Religious Education Operations

The general purpose of religious education is a "new person in
Jesus Christ." Religious administrators are aware that effective
administrative procedures will contribute to the fulfillment of the
desired goals and purposes of religious education.

Planning the Religious Education Program

General goals are necessary for planning purposes. The following
are objectives of Religious teaching and training to assist the adminis-
trator in planning a program. The general objectives are:

1. Christian Conversion through the forgiving and saving grace
    of God through Jesus Christ.

2. Church Membership to guide each person into intelligent,
    active and devoted membership.

3. Christian Worship to help each person to make Christian wor-
    ship a vital and constant part of his expanding experience.

4. Christian Knowledge and Conviction to help each person to
    grow toward mature Christian knowledge, understanding and
    conviction.

5. Christian Attitudes and Appreciation to assist each person in

developing such Christian attitudes and appreciations that he
will have a Christian approach to all of life.

6. Christian Living to guide each person in developing habits
   and skills which promote spiritual growth and in applying
   Christian standards of conduct in every area of life.

7. Christian Service to lead each person to invest his talents
   and skills in Christian service.

Besides setting up realistic goals one must also formulate gen-
eral plans to forecast or predict the future of any religious education
program. For effective planning the following suggestions for each
month are given:

JULY

Year's Planning Conference.
Planning for community outreach program in the Fall.
Religious Education workers' retreat.
Laymens' workshop.
Chaplain's organization Day Ceremony.
Week-end retreat for youth.

AUGUST

Order Sunday School material for the fourth quarter.
Sunday School one-day workshop.
Dedication service for Religious Education staff.

SEPTEMBER

Religious Education Week.
Plan for leadership training conference.
Institute of family relations.
Week-end retreat for youth.
Promote mission projects in Sunday School.
Plan for laymen's Sunday.

OCTOBER

Laymen's Sunday.
Plan for Christmas activites.
Audio Visual workshop.
Plan for Religious Retreat for soldiers.
Women's fall rally.
Reformation Sunday.

NOVEMBER

Plan order for Sunday School curriculum materials.
Continue plans for leadership training conference.
Thanksgiving Day.
Plan for youth week in January.
Veteran's Day.

DECEMBER

Universal Bible Sunday. Provide a special display of Bibles.
Arrange a Christmas schedule of all events.
Watchnight Chapel Service.
Youth caroling party.
Plan for World Day of Prayer in February.

JANUARY

Week of Prayer.
Youth Week.
Evaluate Daily Vacation Bible School and clear dates for coming year.
Complete plans for leadership training conference.
Youth ski retreat.

FEBRUARY

Leadership training conference.
Order supplies for the next quarter.
Select Daily Vacation Bible School materials and outline plans for
   school.
World Day of Prayer.
Prepare for preaching mission during Holy Week.
Religious retreat for soldiers.
First Daily Vacation Bible School Staff meeting.
Youth Valentine banquet.

MARCH

Announce Daily Vacation Bible School plans and select teachers.
Publicize youth camping program in June.
Prepare for Easter observances.
Church membership classes.

APRIL

Palm Sunday.
Preaching Mission.
Easter Sunday.
Plan for Sunday School picnic.
Plan for Mother's Day activities.
Women's Spring Rally.
Second Daily Vacation Bible School Staff meeting.

MAY

Train Daily Vacation Bible School workers.
Order supplies for the next quarter.
Plan a program to promote camp attendance.
Plan Laymen's workshop for July.
Mother's Day program.
Sunday School picnic.
Dedication service for Daily Vacation Bible School workers.

JUNE

Children's Day.
Father's Day.
Plan for Chaplain's organizational day ceremony.
Youth summer camping program.

The following is an example of specific planning for Vacation

Bible School:

JANUARY

Set the dates for school.
Secure the director for the school.
Clear community activities.

FEBRUARY

Secure department superintendents.
Select the course of study for the year.

MARCH

Secure all needed helpers.
Secure the teaching materials for all workers.
Director and department superintendents meet to make plans for train-
ing workers.

APRIL AND MAY

Place the texts in the hands of all workers.
Train workers.
Dedication service for all workers.

Besides taking into account plans, the administrator must also
concern himself with the assignment of responsibilities. For in order
to execute plans, decisions must be made at various levels. The admin-
istrator must therefore assign responsibilities to individuals who are
capable of attaining the assigned tasks.

1. The chaplain's general duties are analogous to those performed
by clergymen in civilian life, modified only by the distinctive condi-
tions of military necessity and especially by the requirements that each
chaplain hold himself in readiness to serve the moral and spiritual
needs of the entire command either through his own service or by
arrangement for services of others. The chaplain is the Commander's
staff advisor and consultant on matters pertaining to the religious
life, morals, and morale of the Command. An illustration of major areas
of responsibilities are given in Figure 1.

2. The Director of Religious Education is responsible to the
Senior Staff Chaplain for the total Protestant program. The authority
of the Director of Religious Education is that which is vested in him/
her by the Senior Staff Chaplain.

3. The volunteer general Sunday school superintendent is

Figure 1. Illustration of the Chaplain's responsibilities.

responsible for having an effectively organized, smoothly running Sunday school. The qualifications for this office are exacting. The chief requirements are: administrative ability, leadership ability, tact, sound judgment, familiarity with the newest church school methods, a passion for education, a spirit of unselfish co-operation, willingness, and ability to give much time to the job. The duties are as many and as exacting as the qualifications. The superintendent is one of a team of loyal people working toward the goals set for the year.

4. The volunteer Sunday school teachers are in the most intimate relation to pupils. The success of the Sunday school depends largely on the teachers. While teaching is a complex and difficult art, its essentials can be mastered by volunteer teachers who have the inclination to do so. The chapel has not only the right but also the obligation to call its members into voluntary service.

Organization in Religious Education

Proper organization calls for communication and a willingness to serve. One of the unique situations existing in the chapels and rarely found in formal educational or business organizations is the appearance of the majority of its leaders and workers on only one or two days a week rather than on five or six. This severely limits the opportunities for face-to-face discussion of plans and problems with key personnel. The time available on Sundays and one week-day is not nearly sufficient for the purposes of achieving communication and common goals.

If the Staff chaplain wants to accomplish the goals of religious

education he must set up the general structure of the chapel and involve as many people as possible within that structure. In every chapel one will find various formal and informal groups. The responsibilities and authority of these groups should be analyzed. An analysis of an existing chapel is illustrated in Figure 2.

Delegation of Administration in Religious Education

After analyzing the responsibilities of the various groups, the administrator is now ready to concern himself with the process of delegation. This involves distributing the work load so no one member of the religious education staff is overburdened with all the key tasks.

The following is a sample description of a balanced work load.

1. Staff Post Chaplain. He is the senior Chaplain assigned and is responsible to the Commanding General, through the Deputy Chief of Staff, for all chapel/chaplain activities. Specific areas of responsibility are:

    (1) Advisor to Commander and Staff on matters of religion, morality, and morale.

    (2) Coordinator and manager of overall programs in religion and character guidance.

    (3) Supervisor of administration, personnel, and logistical functions of Post Chaplain Section.

    (4) Director of post-wide Catholic and/or Protestant chapel programs.

2. Deputy Post Chaplain. He is responsible to the staff post

Commander

Staff Chaplain ——————— Director of Religious Education
Deputy Staff Chaplain

Senior Chaplain Assistant ——————— Secretary

Administrative Chaplain

Assistant Post
Chaplain Assistant ——————— Chaplain ——————— Music Director, Organist, Pianist,
Custodian

Chapel Congregation

Advisory Board

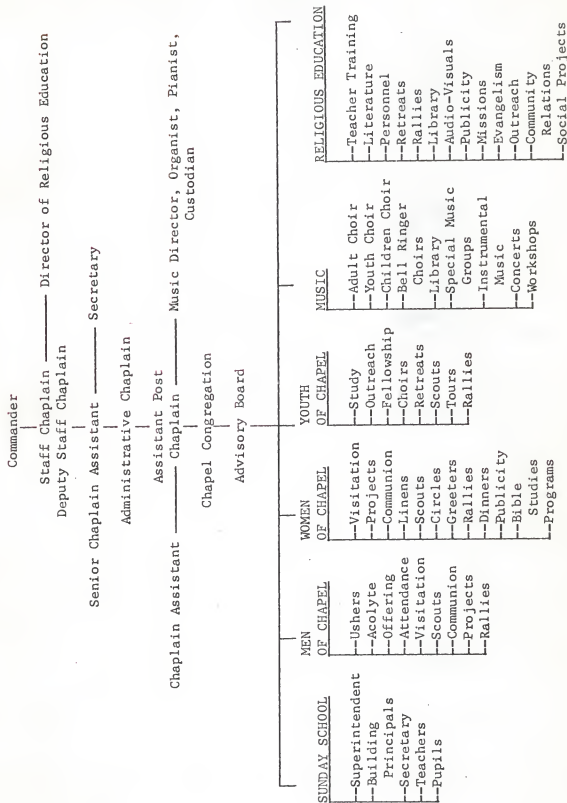| SUNDAY SCHOOL	MEN OF CHAPEL	WOMEN OF CHAPEL	YOUTH OF CHAPEL	MUSIC	RELIGIOUS EDUCATION
Superintendent	Ushers	Visitation	Study	Adult Choir	Teacher Training
Building	Acolyte	Projects	Outreach	Youth Choir	Literature
Principals	Offering	Communion	Fellowship	Children Choir	Personnel
Secretary	Attendance	Linens	Choirs	Bell Ringer	Retreats
Teachers	Visitation	Scouts	Retreats	Choirs	Rallies
Pupils	Scouts	Circles	Scouts	Library	Library
	Communion	Greeters	Tours	Special Music	Audio-Visuals
	Projects	Rallies	Rallies	Groups	Publicity
	Rallies	Dinners		Instrumental Music	Missions
		Publicity		Concerts	Evangelism
		Bible Studies		Workshops	Outreach
		Programs			Community Relations
					Social Projects

Figure 2. Analysis of an existing chapel.

chaplain as his representative to implement the staff chaplain's program. In the absence of the staff chaplain he will assume the duties of the staff post chaplain. Specific areas of responsibility are:

(1) Supervisor of overall Protestant and/or Catholic program.

(2) Director of chaplain section personnel. This includes filling of the post table of distribution and table of organization assignment of chaplain personnel for area coverage, on the job training of chaplain assistants, chaplain attendance at schools for professional development.

(3) Supervisor of administration in post chaplain's office.

(4) Director of chaplains' monthly training conferences.

(5) Coordinator of post-wide character guidance program.

3. _Administrative Chaplain_. The chaplain responsible for administration is responsible to the staff post chaplain for all administrative and logistics for the post chaplain section. Specific responsibilities are:

(1) Director of post chaplain budget.

(2) Custodian of post chaplains' fund.

(3) Member of central post fund.

(4) Supervisor of logistics, supply and buildings.

(5) Coordinator of master chapel program.

4. _Assistant Post Chaplain_. The chaplain assigned to this

position is responsible through his supervisory chaplain to the staff chaplain for the highest standards of performance of duty. Specific contributions which can be made to the religious program are:

(1) Educate the chapel congregation in the nature and impor-
    tance of religious education through preaching on reli-
    gious education, stress the importance of the chapel
    religious education activities as a vital part of all
    that the chapel is and does, help parents to see their
    responsibility for religious education in the home,
    develop and maintain a chapel organization which pro-
    perly provides for religious education.

(2) Inspire and support the work of the Chapel Advisory
    Board through attending its meetings; giving the spiri-
    tual and educational leadership for which his profes-
    sional training has qualified him; helping with the
    development of curriculum and the selection of lesson
    materials and resources; encouraging and holding of
    effective training conferences and workshops and
    participating in the program; teaching training classes;
    and counseling with the superintendent, the director of
    religious education and other officers of the advisory
    board on matters of administration, supervision, and
    training.

(3) Share in the continuing work of the chapel religious

education program through visiting classes and at times
sharing in the work, teaching church membership class,
youth and adult groups, visiting Protestant Women of
Chapel sessions, Circle meetings, Protestant Youth of
Chapel and Protestant Men of Chapel sessions taking an
active interest in the work of these groups, and sharing
in the work of the Vacation Bible School.

(4) Develop desirable home-Chapel relations in religious
education through interpreting the work of the chapel on
parish calls and Commander Staff meetings, helping
workers to make contacts with homes, counseling with
parents on problems of religious education, and encour-
aging the holding of parent-teacher conferences.

5. _Enlisted Personnel_. All Chaplains are provided with assis-
tants, who possess those skills and qualities of character
suitable to the duties performed and who are acceptable to
the chaplains with whom they serve. The duties of assistants
are:

(1) Making preparations for pastoral visits.

(2) Preparing for sacraments and ministrations.

(3) Arranging altar and vestments.

(4) Preparing and distributing notices and announcements
pertaining to chapel activities.

(5) Assuring presentable appearance of chapel, chapel
facilities and chapel grounds.

(6) Preparing and up-dating chaplain's schedule of appointments.

(7) Preparing and maintaining all religious, pastoral, chapel, and chaplain fund council inventories.

(8) Supervising property and chaplain supply requirements and budget estimates.

(9) Compiling operating and long-range programs for approval of supervising chaplain to be implemented by subordinate chaplain sections.

(10) Analyzing and evaluating program execution of own and subordinate chaplain sections.

(11) Monitoring chaplain assistant assignments and utilization.

(12) Conducting or assisting in conducting inspection of subordinate chaplain sections to evaluate administrative, fiscal and supply/property procedures and accounting.

6. Director of Religious Education. The Director of Religious Education is responsible to the staff post chaplain for the educational program. The director of religious education receives guidance from the chaplain in charge of the religious education program in matters of policy, planning and objectives. The major duties are to provide a complete religious education program for members of the Armed Forces and their dependents. The program includes Sunday School for all ages, youth groups, adult religious education, leadership,

and teacher training classes. The specific duties are:

(1) Provides professional advice to the Senior Chaplain in matters of religious education, coordinates and schedules all religious education activities with the Senior Chaplain, and insures that all religious activities under his supervision are provided the proper leadership. Attends Chaplains' Staff meetings and makes recommendations regarding requirements for supplies, equipment and curriculum materials to be procured through appropriated or non-appropriated funds. Prepares reports on the religious education program and chapel activities, and coordinates religious training with the director of music and/or organist.

(2) Organizes and develops continuous instructor training to improve the capability of volunteer teachers and workers, and to insure a continuous stream of new workers in all phases of the program. Encourages and instructs workers so that services will be carried forward in the framework of the approved objectives of religious education, and in harmony with the cooperative approach of the Army Chaplaincy.

(3) Maintains a balanced program of religious education in the chapel program by keeping abreast of the latest developments and materials in religious education. This is achieved through study, attendance at annual

professional conferences and research in those aspects of religious education pertinent to the religious program of the United States Army.

(4) Promotes and participates in visitation to the homes of pupils and prospective pupils for the Sunday School. Supervises and coordinates youth fellowship programs giving technical advice and assistance to volunteer workers with these groups and assists the chaplains in the selection of appropriate advisors and adult leaders for such groups.

(5) Arranges and supervises social activities such as youth group rallies, intergroup fellowship gatherings, missionary and welfare activities to give active expression to the religious training being received. Utilizes the services of inspirational speakers and leaders in the field of religion, music and religious drama as a means of adding to the cultural development of the youth groups.

(6) Prepares annual and monthly budgets for religious education activities within the framework of the funds available, develops a five-year program for religious education, orders and distributes the protestant school curriculum materials and audio-visual aids to users.

7. Secretary Steno. The secretary receives general supervision from the staff chaplain, assistant staff chaplain and

coordinates with the administrative chaplain. The secretary is responsible for accuracy, adequacy and adherence to policies and precedents. The major duties are:

(1) Serves as Administrative Aid to the staff chaplain and other officials. Assists in the performance of all administrative functions, performs clerical duties, composes correspondence and coordinates work schedules of the chaplains.

(2) Maintains the section's Army Functional File system. Prepares and files records of baptisms, marriages, and funerals. Assists in preparation of Quarterly Review and Analysis Report and Chaplain's Activity Report.

(3) Serves as telephone receptionist, provides information requested and refers calls to the appropriate chaplain. Maintains telephone billing number, records authorized long distance calls and reports costs to Signal Communications.

(4) Uses initiative and organizational knowledge to make appointments for various chaplains for meetings, lectures, and off-post guest appearances at community activities.

(5) Performs other duties as assigned.

8. <u>Volunteer General Sunday School Superintendent</u>. The superintendent is responsible for maintaining an effectively organized, smoothly running Sunday School. Whatever must

be done to achieve this is the superintendent's work, either
directly or through the co-workers. The duties may be
· described to include at least the following:

(1) Serves as executive officer to the Chapel Advisory Board
    by bringing to it matters which require consideration
    and carrys out the decision of the Chapel Advisory
    Board.

(2) Organizes an effective Sunday School and maintains the
    organization. This includes its division into depart-
    ments and classes, the enrollment and assignment of new
    pupils, and a plan for annual promotions.

(3) Nominates building principals, department superintendents,
    teachers, secretaries and other workers to the Chapel
    Advisory Board, and coordinates this with the Director
    of Religious Education and the Advisory Chaplain.

(4) Plans for and presides at monthly teachers' meetings,
    provides teacher training opportunities and encourages
    workers to attend training schools, conferences, and
    workshops.

(5) Establishes friendly relationships with the homes repre-
    sented in the church school, helps arrange for parents'
    meetings, visits classes, assists other workers when
    desirable, provides substitutes when necessary, and
    supervises follow-up of absent pupils.

9. <u>Volunteer Teachers</u>. The success of the Sunday School depends

largely on the teachers. Teachers may be expected to do at least the following:

(1) Maintain familiarity with the educational philosophy, objectives, plans, policies, and standards of the Sunday School and to work in accordance with them.

(2) Maintain familiarity with the Sunday School curriculum and carry out instructional work in accordance with its outlines and objectives.

(3) Teach at all Sunday class sessions except those about which the chapel office or superintendent is notified in advance.

(4) Attend all faculty meetings and give serious and regular attention to the matter of professional training and improvement.

(5) Promote and participate in parent-teacher group and the chapel activities.

Coordination in Religious Education

After the religious education administrator establishes a balanced work load, he must next concern himself with both the vertical and horizontal coordination. Unity and harmony of effort, so important in the religious education program are best achieved by use of devices such as chapel calendars, organizational charts, weekly and monthly staff meetings, chapel papers and chapel bulletins. An example of a chapel bulletin follows.

SUNDAY	Sunday School - Nursery thru Adult		9:45 a.m.
	Morning Worship Service		11:00 a.m.
	Children's Primary Service		11:00 a.m.
	Communion Service	1st Sun	11:00 a.m.
	Youth choir		4:30 p.m.
	Youth Fellowship meeting		5:00 p.m.
	Youth Council	1st Sun	6:30 p.m.
	Evening Vesper Service		7:00 p.m.
MONDAY	Volunteer Corsage Making		9:00 a.m.
	Chapel Advisory Board	1st Mon	7:30 p.m.
	Chapel Covered Dish Supper	2nd Mon	6:00 p.m.
	Ellis Heights Hope Circle	3rd Mon	7:30 p.m.
	Sunday School Staff	4th Mon	7:30 p.m.
TUESDAY	Women of the Chapel Executive meeting	1st Tue	10:00 a.m.
	Women of the Chapel Bible Study	1st Tue	1:30 p.m.
	Women of the Chapel	2nd Tue	1:30 p.m.
	Women of the Chapel Bible Study	3rd Tue	1:30 p.m.
WEDNESDAY	Ladies Bell Ringer Choir		2:30 p.m.
	Youth Bell Ringer Choir		4:30 p.m.
	Children's Choir (grades 3-6)		6:30 p.m.
	Boy Scouts God and Country class		6:30 p.m.
	Chancel Choir		7:30 p.m.
THURSDAY	Warner Heights Faith Circle	4th Thu	7:30 p.m.
	Chapel Bible Study		8:00 p.m.
FRIDAY	Church Membership classes		4:30 p.m.

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A STUDY TO DEVELOP A HANDBOOK FOR ADMINISTRATION OF PROTESTANT
RELIGIOUS EDUCATION IN THE ARMED FORCES

by

CLINTON EDWEN GRENZ

B. S., Minot State College, 1958
B. D., North American Baptist Seminary, 1961

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

The general purpose of this study was to provide a handbook of procedures for the development and administration of a Protestant Religious Education program that is understandable to all individuals in all echelons of command. Such a handbook is needed to help implement a more meaningful Protestant Religious Education program that will meet the spiritual needs in a military community.

There were three factors which made this study necessary. They were (1) the necessity for providing sound administrative principles that could be used within the framework of the military, (2) the need to assist in the coordination of all resources available to the military community, human material and spiritual, in the enrichment of the total religious life, and (3) the need to produce a handbook consistent with administrative procedures and principles to be used in coordinating religious activities within the military.

This study deals with the basic principles which have been tried and tested in the fields of educational administration, business administration, military management, and Christian Education.

The summary is designed as a handbook and covers briefly the following areas of religious education.

1. Christian Conversion.

2. Church Membership.

3. Christian Worship.

4. Christian Knowledge and Conviction.

5. Christian Attitudes and Appreciation.

6. Christian Living.

7. Christian Service.

This can be effectively implemented through the use of a calendar which includes the major activities by months.

Tasks assigned are defined by definition of chaplain's duties, Director of Religious Education duties, and volunteer workers' duties.

Proper delegation of authority is identified with the workload for each member of the line and staff. The workload of the staff Post Chaplain is included as an example.

1. Advisor to Commander and Staff on matters of religion, morality, and morale.

2. Coordinator and manager of overall programs in religion and character guidance.

3. Supervisor of administration, personnel, and logistical functions of Post Chaplain Section.

4. Director of post-wide Catholic and/or Protestant chapel programs.

Coordination in Religious Education is primarily concerned with both vertical and horizontal responsibilities and activities. Devices are ordinarily used to achieve such coordination. One of the common devices in use is the chapel bulletin which defines services and activities on a day by day basis through a week.

A religious education administrator must plan, organize, delegate, and coordinate if he hopes to achieve any desired goals.