

LITURGICAL LEADERSHIP

Developing Lay Celebrants

TRAINING UNIT

TACTIC 1

Cadre

A tactic designed to create a revitalized worship and symbolic life in the cadre, and to develop skilled lay liturgical leadership through study and practice of traditional and contemporary symbol forms.

Educating in Fundamental Liturgics	Formal Studies	historical liturgies	liturgical history	radical meaning	basic structure
	Practical Understanding	rubric rationale	liturgical forms	physical staging	church year
	Short Courses	basic motifs	being states	theological themes	primal moods
	Religious Rites	birth rites	passage rites	family rites	death rite
Developing the Spirit Deeps	Individual Devotions	solitary office	breviary building	devotional reading	journal writing
	Family Worship	symbol creation	family office	meal rituals	family celebrations
	Congregation Services	weekly worship	special services	eucharist celebration	house church
	Cadre Offices	daily office	college dynamic	informal rituals	spiritual exercises
Experimenting with Traditional Forms	Sunday Worship	musical forms	secondary constructs	architectural arrangement	cultic styles
	Experimental Liturgies	special occasions	particular groups	various types	annual holidays
	Creating Patterns	relevant songs	special icons	dramatic movement	creative prayers
	Building Rituals	particular situations	church rites	special litanies	pioneering devotions
Training in Liturgical Practices	Cadre Participation	liturgist experience	leading meetings	corporate solitaries	priorship role
	Congregation Leadership	sunday liturgists	church school	other groups	personal visitation
	Signal Experience	religious rites	holy days	christian sacraments	special convocations
	Teaching Liturgics	local congregation	church groups	house church	individual conversation

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TRAINING UNIT TACTIC I
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LITURGICAL LEADERSHIP
PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Construct a conversation model to determine the state of the cadre's clarity on the fundamentals of liturgy and symbology; chart individual journeys in terms of spirit depth and understanding of the practical skills of liturgies.
2. Conduct seminars on worship to ground the common traditional liturgies historically and theologically; workshop the content of a comprehensive theological grounding in contemporary life experience from which to create liturgical forms; visit other churches to expose the cadre to alternate liturgical traditions.
3. Create a cadre solitary office construct, develop a rationale for breviary and journal writing, enable the creation of family worship and symbolic life through cadre workshop and corporate assignment, and develop conversations to reappropriate the congregation's symbolic life.
4. Build workshops for new liturgies, rituals, short courses, symbol, and rite development; create liturgical forms; develop short course models for signal events, liturgies, and celebrations, liturgical models for special occasions, and create daily offices.
5. Create an assignment rationale for rotating cadre liturgical roles, and assignment chart of daily office liturgists, house church responsibilities, and meal rituals; rotate celebrational chairmanships, priorship opportunities, and meeting chairmanships, evaluate cadremen's performance in futuric context.
6. Design a calendar for the cadre which relates to the liturgical year and provides liturgies for special and seasonal occasions; design rituals which hold both the pattern and uniqueness of life.
7. Create a liturgical assignment rationale, assign cadre members to liturgical leadership roles in the local congregation, develop short course models for leader's orientation to liturgical roles, and build conversation constructs on the intent of lay participation in liturgy.
8. Workshop the creational self-conscious process of evaluation and revision, take into account responses to the experimental forms of worship, coordinate cadre life and continuing liturgical experimentation, and make necessary revisions in cadre models and timelines.

1. FORMAL STUDIES		2. PRACTICAL UNDERSTANDING		3. SHORT COURSES		4. RELIGIOUS RITES	
Historical Liturgies	chart liturgies	Rubric Rationale	create mood	Basic Motifs	life drama	Birth Rites	family covenant
	observe performances		provide order		corporate involvement		holy baptism
	perform rites		delineate roles		global responsibility		corporate covenant
	question practitioners		unify body		decisional requirement		annual remembrance
Liturgical History	compile bibliography	Liturgical Forms	collect varieties	Being States	irrational word	Passage Rites	church confirmation
	consult historians		study internally		psychotic life		covenanted marriage
	chart evolution		write selections		absurd death		vocational ordination
	relate theology		experience forms		conscious peoplehood		ordination remembrance
Radical Meaning	read theologians	Physical Staging	symbolic decoring	Theological Themes	creator god	Family Rites	anniversary celebration
	study traditions		arrange room		incarnate christ		daily worship
	know symbolism		provide audio-visuals		enlivening spirit		meal ritual
	re-mythologize exist'ly		liturgical choreography		resurrection community		symbolic account'y
Basic Structure	analyze services	Church Year	explain seasons	Primal Moods	contingent humility	Death Rite	funeral service
	build rituals		relate artforms		universal gratitude		symbolic grieving
	observe practices		study lectionaries		compr've compassion		last testament
	practice leadership		correlate sermons		self-conscious decision		memorial celebration

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I. EDUCATING IN FUNDAMENTAL LITURGICS PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Construct a research model for gathering, organizing, and comparing data on various aspects of church liturgy; include familiar models of Protestant denominational liturgy as well as rituals and sacraments embodied in Roman, Orthodox, and Pentacostal traditions.
2. Create a liturgy curriculum model for seminars and short courses which embody course timelines, theological themes, rubric rationales, and art form conversation formats; use other enabling activities, such as trips or space design.
3. Conduct a series of seminars thoroughly grounding the cadre in the theological frame work which undergirds Christian worship, and in the theological analysis of rituals such as birth rites, passage rites, family rites, and death rites.
4. Educate the cadre through seminars and charting sessions to create a depth consciousness of differing liturgies, rites, rituals, and services from the various communions in the Christian church including Protestant, Orthodox, and Roman Catholic.
5. Lead the cadre in a series of visits involving them in various liturgical experiences covering as broad a range of traditions as possible, and conduct art form conversations to objectify experiences and develop liturgical understanding.
6. Teach seminar sessions dealing with the historical development of the liturgical tradition within the church, trace the evolution from the foundational constructs of ancient liturgical forms to the experimental liturgical and symbolic forms of today.
7. Create a model for workshops that forge liturgical experiences at the solitary office level, at the family level for meal and anniversary rites, and at the cadre level for holy day celebrations and daily offices.
8. Re-create signal experiences such as birth rites, rites of passage, death rites, and children's bed rituals; implement the liturgical forms referred to above at the family and cadre level; and use appropriate symbols, worship decor, and montages.

5. INDIVIDUAL DEVOTIONS		6. FAMILY WORSHIP		7. CONGREGATION SERVICES		8. CADRE OFFICES	
Solitary Office	time design	Symbol Creation	emphasize globality	Weekly Worship	established worship	Daily Office	experimental enablem't
	hero dialogue		identify roles		experimental worship		office creation
	symbolic contemplation		celebrate transitions		liturgy corps		liturgist assignment
	decisional praying		write story		group devotions		short-course developm't
Breviary Building	design rubric	Family Office	share solitaires	Special Services	feast days	College Dynamic	conducting rites
	gather readings		formulate rituals		secular celebrations		extemporaneous prayer
	select props		time design		ecumenical gatherings		leading conversations
	sequence propers		assign roles		special events		corporate solitary
Devotional Reading	Bible versions	Meal Rituals	create rites	Eucharist Celebration	symbolic elements	Informal Rituals	colleague greeting
	contemporary religious		write songs		liturgical form		song writing
	non-west religious		vary modes		celebrative send-out		enabling word
	secular authors		conduct accountability		personal witness		closing rite
Journal Writing	life brooding	Family Celebrations	compile calendar	House Church	internal covenant	Spiritual Exercises	experience gestalting
	impact reflecting		recall heritage		symbolic decor		depth contemplating
	contradictions denoting		project future		eucharist celebration		meditative deciding
	intention formulating		observe rituals		accountab'ty structures		battle praying

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II. DEVELOPING THE SPIRIT DEEPS PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Create a model for intentional conversations and short courses on the spirit deeps, focusing attention on brooding and reflection; give an introductory lecturette on the New Religious Mode; and devise a devotional reading curriculum.
2. Use a Geneva Daily Office to open or close meetings, conduct workshops on the creation of an experimental daily office and congregational service, and develop new rites and rituals.
3. Give short courses on historical myths, rites, and rituals; create missional decor in the meeting room; carry out workshops on the creation of rites and symbols; develop opening and closing rites, and create accountability structures.
4. Create a structured, devotional curriculum including the explanation of the solitary office; design the rubrics; assemble breviaries; gather material and sequence "proprs", give lecturettes on individual devotions; and write a statement describing the spirit journey.
5. Conduct conversations on the missional family, set up workshops on role of symbols in family life, encourage development of family symbols and rites, and hold a signal meal celebration including symbolic rituals and specific accountability.
6. Hold workshops to build authentic celebrations, make a calendar of the church year, dramatize the church year with colors, experiment with special services, appropriate secular holiday celebrations, and hold short courses on family meal rites.
7. Engage in corporate devotions and art-forming scriptural passages, conduct workshops to develop short courses, train conversation leaders, encourage extemporaneous prayers, and assign cadre members to lead liturgies at regular cadre meetings.
8. Provide occasions for depth spirit care using spirit conversations and accountability; analyze the spirit life with the use of the New Religious Mode charts; study selected devotional readings and the exercises of meditation, contemplation, and prayer.

9. SUNDAY WORSHIP		10. EXPERIMENTAL LITURGIES		11. CREATING PATTERNS		12. BUILDING RITUALS	
Musical Forms	congregational singing	Special Occasions	sacramental services	Relevant Songs	appropriate classical	Particular Situations	enable griefs
	varied instrumentation		dedicatory rites		renewed traditional		dedicate life
	liturgical chanting		commiss'n'g celebrat'ns		interpreted secular		celebrate joy
	choral music		covenant'g commitm'ts		contemporary religious		pronounce absolution
Secondary Constructs	printed liturgies	Particular Groups	age-level consciousness	Special Icons	interchangeable banners	Church Rites	initiation ceremonies
	a-v experimentation		vocational commonality		sculptured creations		marriage covenant
	structured silence		ecumenical relations		liturgical colors		funeral commemoration
	enabling symbols		residential gatherings		graphic representations		ordination services
Architectural Arrangement	mobile furnishings	Various Types	dialogical style	Dramatic Movement	processional/recessional	Special Litanies	seasons/holidays
	spatial design		free form		depth theater		special concerns
	color schemes		secular language		interpretive dance		theological themes
	acoustical enablers		artistic expression		liturgical motions		personal petitions
Cultic Styles	rhythmic beat	Annual Holidays	Christian calendar	Creative Prayers	relevant Thanksgiving	Pioneering Devotions	personal milestones
	imaginative vestments		national commemorat'ns		corporate confession		artistic expression
	linguistic uniqueness		local events		particular petition		literary appropriation
	symbolic decor		global milestones		compassionate interces's		spiritize secular

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III. EXPERIMENTING WITH TRADITIONAL FORMS PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Build a problemat and determine the possibilities for leadership roles in the symbolic life of the congregation, research the cadre capabilities in relation to needs, list areas where training is needed and appropriate methods of approach.
2. Develop worship structures, appropriate the particular denominational gifts, create an experimental symbolic design for liturgical life, begin short courses on the cruciality of the solitary prayer life and of the symbolic rites of the church.
3. Develop a timeline for liturgical training and tooling for leadership roles in the symbolic life of the congregation; create a curriculum to develop individual group leadership skills, including scripture reading practice and song leading practice, and develop an evaluation construct for liturgists.
4. Do a comprehensive evaluation of the liturgical life of the congregation; analyze the various types of liturgies used, research various methods of opening meetings; gather data, and develop a comprehensive list of new possibilities for liturgical reformulation.
5. Select areas of priority for liturgical and symbolic reformulation, workshop models for the reformulation of liturgical life, develop timelines for cadre members participation in the liturgical life of the congregation, and make assignment for special research and model building.
6. Develop a model of cadre symbolic life which appropriates congregation worship services as part of nurture; include reflective celebrations, and implications for the spirit man.
7. Develop cadre symbolic life assignment rationale which rotates congregation and cadre liturgical leadership, creates a regular evaluation construct for these assignments, develops individualized programs for improvement in performance and makes new assignments according to individual growth.
8. Develop a workshop evaluation construct for cadre symbolic life, regularly evaluate rituals and send-outs for effectiveness, construct alternative rituals and worships as appropriate, develop a simulilar construct by which the congregation could evaluate their symbolic life.

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IV. TRAINING IN LITURGICAL PRACTICES

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13. CADRE PARTICIPATION		14. CONGREGATION LEADERSHIP		15. SIGNAL EXPERIENCE		16. TEACHING LITURGICS	
Liturgist Experience	daily office	Sunday Liturgists	responsive reading	Religious Rites	celebration planning	Local Congregation	short courses
	short rituals		prayer offering		ritual creation		worship seminars
	common meals		scripture reading		liturgical participation		experimental liturgies
	special liturgies		invocation/benediction		experience evaluation		symbols permeation
Leading Meetings	convene meetings	Church School	liturgical decor	Holy Days	illuminating symbols	Church Groups	ecumenical exploration
	create decor		student rituals		historical context		liturgics workshop
	set contexts		teacher rituals		contemporary address		symbols conversation
	enable consensus		short courses		impacting rituals		worship seminars
Corporate Solitaries	montage creation	Other Groups	conduct rituals	Christian Sacraments	rite observation	House Church	indirect pedagogy
	music selection		set context		participant instruction		role assignments
	leadership roles		lead devotions		liturgical assistance		symbolic decor
	prayer journals		host meals		ritual creation		group evaluation
Priorship Role	disciplined exemplar	Personal Visitation	intentional structure	Special Convocations	song leading	Individual Conversation	recount basics
	spirit enabler		symbol usage		liturgy conducting		explain perversions
	intentional pedagogue		short courses		symbolic decor		emphasize corp'ness
	consensus pronouncer		recruitment model		program planning		indicate evolution

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IV. TRAINING IN LITURGICAL PRACTICES PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Schedule seminars on worship articles, conduct short courses on RS I, art form historical and contemporary liturgies, create liturgies in the cadre and family, and experiment with the use of these in special worship services.
2. Create short courses on the historical significance of the holy days of the church year such as Pentecost and Christmas; make a calendar of holy days and give lecturettes on the Christian sacraments and basic theological themes.
3. Assign cadre members to take leadership roles in Sunday services, high holy day celebrations, and church school structures; have them initiate art form conversations within the congregational structures; and set up an evaluation procedure structure.
4. Create new rites and rituals for the use of the congregation in its Sunday morning worship services relevant to special contextual structures such as historical local church celebrations, holy days, and Christian sacraments.
5. Create meaningful liturgical decor which uses the images of life's drama, focuses on the spirit life of the church and the community of saints, and trains members of the congregation to make and use fitting decor.
6. Develop models for short courses that have the basic motifs of the life drama, corporate involvement, and the decisional demand examining the relationships between the rational and irrational elements.
7. Conduct art form conversations on the role of the prior, provide practical experience in leading the corporate solitary office, seek to impact other church groups with symbolic rites and rituals, and establish visitation patterns with key members of the congregation.
8. Develop a model for the evaluation of liturgical leadership and the teaching of liturgics; art form this evaluation, noting the crucial events and turning points; and draw up plans to alter these points when used in the future.

I. EDUCATING IN FUNDAMENTAL LITURGICS
SENTENCES

1. FORMAL STUDIES

Primary to becoming a lay liturgist is a grounding provided by formal studies in liturgical history and tradition, an understanding of basic structures undergirding liturgies, and a grasp of the radical meanings within liturgy; thus providing each cadreman a comprehensive background for his role as lay leader so that he may enable revitalization of worship life in the family, cadre, and congregation.

- a. The study of *historical liturgies* is achieved by charting liturgies, observing and questioning practitioners, and sharing in traditional and unique rites of the historical church to ground the cadre in the symbolism of the past.
- b. In *liturgical history* the training thrust is upon taking a critical look at the evolution of liturgical practices by study and consultation, creating a bibliography, and considering basic relationships to theology, thus furthering the tradition grounding of future lay celebrants.
- c. The cadreman begins to grasp the *radical meaning* which may be expressed through liturgies and is able to re-mythologize in light of today's culture when he begins further study of theologians and traditions, and acquires a thorough grounding in symbolism.
- d. The *basic structure* of liturgy is learned by the analysis and observation of liturgies, and through practical experience in building and leading liturgies after the cadreman first appropriates the historical and traditional, as well as the contemporary meanings of liturgies.

3. SHORT COURSES

The cadre's formal liturgical studies should be supplemented by short courses which explain the various underlying decisional motifs in the liturgy, elaborate the self-conscious states of being embodied in the Word, set forth the fundamental theological themes running through the liturgy and explain the primal moods reflected in the self-conscious decision of the man of faith participating in the worship service.

- a. The cadre should receive short courses on *basic motifs* of liturgy including worship as the dramatization of life, the corporateness that is central to worship experience, the rehearsal of global responsibility, and the spirit decision constantly demanded of those who participate.
- b. The short course curriculum should deal with the *states of being* embodied in liturgical celebration, including experiencing the irrationality of the Word, of life as psychotic, of the centrality and absurdity of death, and the decisional state of being self-conscious people.
- c. The cadre should also be instructed on the fundamental *theological themes* of liturgy, covering God as the mystery and creator, Christ as the incarnation of the Word, the Holy Spirit as the embodiment of life style, and the Church as the resurrected community.
- d. Short courses develop the awareness that, in the *primal moods* self-consciously adopted by its celebrants, liturgy reflects the contingency of life, the decision to live out of this contingency, and the decision to accept life with unqualified gratitude and compassion for every living creature.

2. PRACTICAL UNDERSTANDING

Practical understanding of liturgies is imperative in preparing each cadreman to become an effective lay liturgical leader for the family, cadre and congregation through appropriating the rubric rationale, understanding liturgical forms and their structure and setting the stage for worship to provide the greatest imaginal impact while utilizing and capitalizing on the structure of the church year.

- a. Training of lay leaders in *rubric rationale* involves a practical understanding of its imaginal power in creating and maintaining a mood, providing order during the service, defining various roles in the liturgy and in assisting the corporate unification of the worshipping body.
- b. Concrete experiences with a variety of *liturgical forms* furthers the development of lay leaders; this experience includes amassing various liturgical forms, discerning their internal structure, and then engaging in the production of additional selections as well as directly experiencing different liturgical forms.
- c. Participation in the *physical staging* of liturgies including self-conscious practice in creating symbolic decor, arranging the room for visual impact upon participants, designing and providing audio-visual experiences and utilizing dance forms in worship furthers the training of the lay liturgist.
- d. Understanding the drama of the *church year* including the incorporation of related art forms, colors, lectionaries, and sermons is crucial in the practical experience of the lay liturgist so that he may take these symbols into the re-vitalization of worship life.

4. RELIGIOUS RITES

The cadre must also be instructed in the liturgical meaning of religious rites embracing the occasions and events which men of faith celebrate in initiating various aspects of their spiritual life, in marking their transition from one stage of life to another, as part of their ongoing family life and in holding themselves before the ultimate fact of their impending death.

- a. *Birth rites* embrace the mystery of the beginning of life, both physical, as in the celebration of the actual day of birth and of annual birthdays, and spiritual, as in Holy Baptism, and initiation into church and family covenants.
- b. Rites designated as *passage rites* mark those important occasions in the lives of churchmen such as confirmation, marriage, vocational, and other ordination events when they pass from one stage of life to another and reshape their responsibilities as men of faith.
- c. Liturgy also embraces the on-going *family rites* as exemplified in celebration of marriage and other anniversaries, in daily rehearsal of its life understanding, in rituals at family meals, and in individual family members accounting for their life responsibilities.
- d. A deeper understanding of *death rites* should be recovered by short courses on the enablement of symbolic grieving, the liturgical form and meaning of funeral services, the symbolic function of the last testament, and the symbology of memorial celebrations.

1. EDUCATING IN FUNDAMENTAL LITURGICS

Educating in fundamental liturgics is the task of providing the cadre with adequate background for effective lay liturgical leadership which would play the role of re-awakening worship and strengthening the symbolic life of the congregation by providing a theoretical grounding in liturgical tradition and structure through formal studies and a practical understanding of the form and use of liturgy through actual experience by the development of short courses, and by training cadremen in the design of religious rites for signal occasions.

II. DEVELOPING THE SPIRIT DEEPS SENTENCES

5. INDIVIDUAL DEVOTIONS

The experience of participation in individual devotions which is an essential part of training lay leaders includes a daily solitary office, the creation of a breviary for guided meditation, contemplation and prayer; participation in devotional readings from the Bible, religious and secular authors; and recording reflections in a daily journal: this brooding is accomplished as part of the individual spirit struggle.

- a. Spiritual development is enabled by participation in a *solitary office* which includes an imaginal time design which holds a meditative dialogue with spirit heroes, stands present to the final mystery in symbolic contemplation, and assumes responsibility for all mankind through prayer.
- b. Enabling spiritual development is afforded by *building a breviary* which includes designing the rubrics, gathering readings that enable dialogues with the deeps of consciousness, selecting helpful props such as rood screens, and using propers in accordance with the Church year.
- c. Utilizing *devotional readings* to enable increasing spiritual awareness in the individual cadreman includes reading from different versions of the Bible, from contemporary and ancient western and non-western religious writers, and from modern and historical readings of secular authors.
- d. *Journal writing* is disciplined daily writing of an individual's brooding on life conflicts, reflecting on experiences that have had a life impact, denoting contradictions in his spirit struggle, and formulating his intentions which serve to develop the interior resources of leaders.

7. CONGREGATION SERVICES

By participating in such congregation services as weekly worship and other special celebrative events, by leading the congregation in participating in Eucharist, and by participating in House Church which recalls the cadreman's decision to be the covenanted man of God, cadremen rehearse their self-understanding of what it means to live out of the Word and thereby develop their spiritual deeps.

- a. *Weekly worship* should be emphasized as a necessary dynamic and established as a regular pattern in the life of the congregation through the use of experimental forms, patterns of group devotions, and a liturgy corps for creating new structures.
- b. *Special services* such as feast days, ecumenical gatherings, secular celebrations and other special events offer the cadre an unusual opportunity for demonstrating to the local congregation the symbolic and liturgical framework which is basic to the man of faith.
- c. *The Eucharist* provides valuable experience for cadremen to assist in leading the congregation and thereby develops the spirit framework for liturgical leadership through such role assignments as preparing the elements, leading the responses, announcing send-outs, reading scripture, and giving personal witness.
- d. *House Church* is the congregational service embracing celebration of the high symbolic act of the Eucharist, and symbolic accountability of each member regarding his faithfulness to the internal covenant of the cadre, using symbolic decor to recall the covenanted life style.

6. FAMILY WORSHIP

Family worship will spiritually strengthen and develop the lay liturgist through the experiences of creating symbols which hold their decisions before the family; formulating and sharing in family offices which hold up life and its particular manifestation; developing meal rituals to remind them of their humanness and contingency; and conducting family celebrations which ground them historically and thrust them into the future.

- a. In the spiritual development of liturgists *symbol creation* for family worship emphasizing global citizenship, identifying and emphasizing family roles, and marking the celebration of family members' transitions plays an important role as does writing a family myth or story.
- b. Practice in enabling *family office* through sharing in corporate solitaires, creating unique family rituals, producing a time design for worship and assigning rotating roles needed to enact the family office helps prepare the lay liturgist for renewal of worship.
- c. The *meal rituals* in the family develop the spirit deeps by using rites which symbolize key happenings, writing songs that hold before the family their missional decisions, conducting accountability, and creating varying modes of rituals for the family's use.
- d. By enabling *family celebrations* with a calendar of key events to hold up important happenings, recalling the family heritage during the celebration, projecting the future of the family, and observing appropriate family rituals, the spiritual life of lay celebrants is enhanced.

8. CADRE OFFICES

The spirit deeps should also be developed by cadre offices which require an understanding of use and experimentation with the daily office, experience in the formation of and participation in spiritual exercises, the intentional creation and use of various informal rituals, and the bringing into existence of a college dynamic for enhancing the corporate life and ritual of the cadre.

- a. The use of *daily offices* imprints the understanding of life in the Word upon the conscious and sub-conscious memory and provides the opportunity to develop skill in both leading and contextualizing as well as creating new offices.
- b. Within the *college dynamic*, spirit deepening is furthered by giving cadremen opportunity and facility to conduct and participate in religious and other celebrative rites, to raise up extemporaneous prayers, to lead structured conversations, and to develop and participate in a corporate solitary.
- c. *Informal rituals* allow the spirit dimension of cadremen to be advanced through greetings to colleagues, new spirit songs, words of address, absolution and assurance, and rites for closing meetings, releasing men of faith to live the spirit life more self-consciously.
- d. By participating in *spiritual exercises* the cadremen should be enabled to appropriate self-consciously their life experiences and push them in depth by engaging in contemplation, and by using meditation in arriving at decisions, which then become embodied in prayer.

II. DEVELOPING THE SPIRIT DEEPS

Developing the spirit deeps is part of the dynamic designed to train lay celebrants through individual devotions which call the New Religious Mode to self-consciousness, through family worship which holds up and celebrates the decision to be a missional family, through leading congregational worship which allows one to gain valuable awareness, and through participating in the symbolic offices of the cadre which strengthens its corporate enablement, thereby enabling cadremen to assume more responsibility in the area of liturgical leadership.

III. EXPERIMENTING WITH TRADITIONAL FORMS SENTENCES

9. SUNDAY WORSHIP

Sunday worship is crucial for revitalizing the worship experience of the cadre by providing for experimentation with traditional patterns through the use of creative music forms, the utilization of secondary constructs for expanding the imagination, the variation of architectural arrangement for the sake of nonverbal communication, and the implementation of the cultic style to push worship to the depths of life.

a. Experimenting with *musical forms* in the Sunday service through renewing congregational singing, varying the use of instruments, rediscovering liturgical chanting, and utilizing new choral arrangements in the choir, will revitalize worship for the cadre on behalf of the whole congregation.

b. The occasional use of *secondary constructs* in the worship will expand the cadre's understanding as specially printed liturgies are used, audio-visuals are utilized in the sermon, new symbols are presented to enable new awareness, and periods of silence are structured.

c. The *architectural arrangement* will facilitate nonverbal communication by using mobile furnishings which can be easily rearranged to make the spatial design symbolically as powerful as possible, intentional color schemes following the church year, and acoustical enablers to eliminate the use of electronic devices.

d. *Cultic style* will be embraced by using worship as a "life-in-depth" experience through establishing the universal rhythmic beat in the service, using imaginative vestments and other symbolic decor, and speaking in uniquely expressive language to communicate primordial images of humanness.

11. CREATING PATTERNS

Creating patterns which parallel those in the liturgy enables the training of cadre members in enlivening various styles of liturgical forms that are to be found in relevant traditional and contemporary songs, special icons which are visual aids assisting in worship, the use of dramatic movement which uses the body to express ritual participation, and creative prayers allowing personal expression of future intentions.

a. A collection of *relevant songs* enables the cadre to acquire new patterns of music for liturgical purposes through appropriating classical music, renewing the traditional forms of songs, interpreting and using secular songs, and acquiring a contemporary religious song repertoire.

b. Using *special icons* as an aid in liturgical services enables a creative reappropriation of a traditional form in such modern variations as banners decorated with seasonal sayings or symbols using liturgical colors as well as customary plastic and graphic representations.

c. Using *dramatic movement* as a pattern in liturgy in the processional and recessional, depth theater, interpretive dance, and liturgical motions involves physical as well as intellectual participation and serves to remind man that worship involves his total being.

d. *Creative prayers* aid man to express his intentions and take responsibility for the future by raising relevant declarations of thanksgiving, to rehearse the separateness of man's existence by confessing corporately, to present particular petitions, and to lift up compassionate intercession.

10. EXPERIMENTAL LITURGIES

There are opportunities for use of experimental liturgies in the church which deepen the cadre's understanding and liturgical skills as they participate and work with worship on special occasions in the local church, in particular groups with common concerns or identities, in various types of contemporary innovations in worship, and as they add significance to the observance of secular and religious holidays.

- a. *Special occasions* in the church, including sacramental services, the dedication of building facilities, celebrations for commissioning persons to new responsibilities, and covenantal commitments such as marriage and church membership provide unique opportunities for the cadre to further its liturgical skills.
- b. Worship in *particular groups* gives opportunity for the cadre to present worship as a vital life activity and relate it to various age-level groups, vocational guilds, ecumenical gatherings, and to religious gatherings in residences of local families.
- c. *Various types* of experimental worship will train the cadre to be creative in expressive communication and symbolism, as will be experienced in dialogue styles of sermons and antiphonies, the use of secular language, and artistic expression in free forms of worship.
- d. *Annual holidays* present the cadre the opportunity of grounding worship in the global context and in history, and of relating the secular to worship, by celebrating days of the Christian calendar, days of national commemoration, and celebration of local events and world milestones.

III. EXPERIMENTING WITH TRADITIONAL FORMS

Experimenting with traditional forms in the liturgy trains the cadremen in liturgical leadership by giving them experience in the use of symbols, by participating in the creating of Sunday Worship services, by experimenting with liturgies which include rituals for particular occasions or groups of people, by creating new patterns of liturgy through the use of songs, prayers, colors, and dramatic motions, and finally by building specific rituals for special occasions of life.

12. BUILDING RITUALS

Building rituals trains cadre members to create and use specific symbolic expressions that dramatize the mystery inherent in particular life experiences including rites that enable people to rehearse their faith relationship to particular life experiences, rites that express the meaning of special occasions in an individual's life in the church, litanies on special themes, and devotions that pioneer new forms.

- a. *Particular situations* require special rituals to rehearse the unique depth of certain life experiences, such as objectifying a time of grief, celebrating the depths of joy, holding up the decision to commit one's life to the mission, and pronouncing absolution.
- b. Traditional *church rites*, such as confirmation ceremonies, marriage, celebrations, funeral commemorations, and services of ordination may be studied and provided with new and varied contexts by cadremen as a part of their training in liturgical leadership.
- c. *Special litanies* enable the members to have present before them forms that help them celebrate seasonal holidays, express special concerns, deal with personal petitions, and develop theological themes that can aid in articulating particular spirit struggles of members.
- d. *Pioneering devotions* include forging new areas in individual religious exercises which would express man's depths in his personal milestones by using new types of artistic expression, by appropriating literary material, and by conscious efforts to spiritize the secular.

IV. TRAINING IN LITURGICAL PRACTICES
SENTENCES

13. CADRE PARTICIPATION

The cadre's participation in liturgical leadership necessitates the development of certain skills and practices through actual involvement in the cadre's symbolic life by participating as liturgists in the rituals and various worship forms, by planning and leading meetings, by enabling the corporate solitaires, by being assigned to the priorship role, and to duties of prophet, priest and teacher.

- a. *Liturgist experience* is gained when cadre members within the cadre meeting structures are given leadership assignments in the daily office, in the celebration of the common meal, and in the other rituals and liturgies used in the cadre symbolic life.
- b. Experience in *leading meetings* as part of developing comprehensive liturgical skill can be gained by giving cadre members roles in convening meetings, in creating decor, in setting the context for the task, and in guiding the consensus methodology for making decisions.
- c. Skill in the enablement of the *corporate solitary* offices is developed through the creation of montages, selection of the appropriate music to be used, planning and construction of prayer journals, and through leading the cadre in the celebration of this office.
- d. Training for the *priorship role* is developed by experiences which allow the cadre members to understand themselves as examples of a disciplined life-style, as enablers of spirit life, as intentional pedagogues, and as those who enable the reaching of consensus.

15. SIGNAL EXPERIENCE

Signal experience gives training and practice in the practices of liturgy by providing the cadre member opportunities to plan, actualize, and evaluate religious rites; research the background of selected Holy days; observe and participate in the enactment of the Christian sacraments; and ritualize secular occasions by the intentional planning that enables a liturgical and symbolic context.

- a. *Religious rites* provide unique opportunities where the members of the cadre can use their experience by the planning of various celebrations, by the creation of rituals, by participation in liturgical leadership roles and by being involved in liturgical evaluation experiences.
- b. The celebration of *Holy Days* provides another setting for further training by giving cadre members the occasion to create symbols that will illuminate, to build models for setting the historical context, to impart a contemporary address and to build rituals that will impact.
- c. The occasion of administering *Christian sacraments* provides an opportunity for the cadre member to reground himself in the spiritual and liturgical life of the church by observation, instruction and assistance in the sacraments, and creation of new rituals.
- d. *Special convocations* can provide additional symbolic and liturgical experience for the cadreman by giving him another opportunity to create and conduct liturgies, plan the program, build symbolic decor, and lead the singing at the time of the large meeting.

14. CONGREGATIONAL LEADERSHIP

Congregational leadership will provide an opportunity for the cadre to be trained in the practices of liturgy by taking major roles in the congregation's symbolic life such as that of Sunday liturgist, lay celebrant, and teacher and/or leader of liturgy within the church school and other congregational groups, and as pedagogues in personal visits to members of the congregation.

- a. As *Sunday liturgists* the cadre members are enabled to gain fundamental leadership experiences in the various aspects of the Sunday congregational services such as leading responsive readings, offering prayers, reading scripture, and giving the invocation.
- b. Leadership in the liturgical life of the *church school* is implemented through developing decor based on liturgy, creating and leading rituals for students and teachers, and by giving short courses on different aspects of the liturgy and their interrelationship.
- c. By leading *other groups* in the congregation in liturgy, the cadre can gain experience in such activities as conducting rituals at various meetings, setting the context for the group's task, leading devotions, and hosting meals using the priest and rabbi roles.
- d. Skills in liturgical practices are deepened through *personal visitations* to congregation members, the visits being intentionally structured to include short courses in the appropriate use of symbols, instruction on the symbolic life, and information on various aspects of recruitment.

16. TEACHING LITURGICS

Cadre members should engage in teaching liturgics both formally and informally as an essential stage in their understanding liturgical practices, by planning, leading and participating in short courses, workshops, experimental liturgies and worship in the local congregation, various church groups and house church and by carrying out individual conversations to explain the basis and evolution of liturgical practices.

- a. The *local congregation* is a prime arena in which the cadre assumes the responsibility for teaching liturgics by making use of short courses, by providing seminars on the meaning and mechanics of worship, and by experimenting in liturgics and symbol permeation.
- b. The cadre should help instruct *church groups* in liturgics by participating and leading liturgic workshops, worship seminars and conversations on the symbolic life, and by exploring with these groups the meaning and use of other denominational and ecumenical liturgies.
- c. Within the framework of *house church* experience as liturgical pedagogues includes such things as planning and doing indirect teaching, playing various roles in the symbolic life, providing symbolic decor, and participating in the evaluation of the group's liturgical understanding.
- d. Skills in teaching about liturgy through *individual conversation* models which recount the basics of liturgy as corporate experience, and indicate the historical evolution of liturgical forms.

IV. TRAINING IN LITURGICAL PRACTICES

Development of liturgical leadership through comprehensive training in liturgical practices enables cadre members to deepen and strengthen their understanding of symbolic life and prepares them to be lay celebrants and liturgical pedagogues in the congregation through participation in the regular life of the local church; through involvement in special events such as religious celebrations, Christian Holy days, and special programs; and through the teaching of liturgics in various settings ranging from formal seminars to individual conversations.

1. FORMAL STUDIES

Historical Liturgies

121 daily office
121 denominational liturgies
124 hymn book
143 vestments

Liturgical History

221 church history book list
223 essays
241 instructional equipment
243 historical timeline

Radical Meaning

112 new religious mode charts
124 art forms
124 film catalogue
124 isaiah 6
223 contemporary essays
223 rs1 papers

Basic Structure

112 common worship chart
124 bible
211 rs1 manual
221 liturgical booklist
224 local church lecture, jwm
234 course outline

2. PRACTICAL UNDERSTANDING

Rubric Rationale

121 common worship model
124 art forms
211 rs1 short courses
211 church history outline
221 historical outline on liturgy
221 rubric book

Liturgical Forms

121 daily office
121 geneva office
121 rituals
124 bible
214 rs1 short courses
221 comparative religious liturgies

Physical Staging

121 common meal sheet
124 bible
143 corporate worship checklist
242 room arrangement design

Church Year

124 art forms
133 church year color design
143 church year symbolic accoutrements
143 corporate liturgy list
224 jwm's church year speech

3. SHORT COURSES

Basic Motifs

112 worship chart
121 daily office
123 common meal
124 movies
133 banners

Being States

112 new religious mode charts
223 rs1 papers
224 knowing,doing, being lectures

Theological Themes

112 new religious mode charts
121 liturgies
211 rs1 manual
223 rs1 papers
342 symbolic food instruct

Primal Moods

112 worship rationale chart
211 rs1 manual
221 books
223 common worship paper

4. RELIGIOUS RITES

Birth Rites

123 birthday song
133 decor plan
143 liturgical checklist
323 family history
332 birthday rite

Passage Rites

113 historical timelines
143 liturgical checklist
323 individual symbol
332 celebration list

Family Rites

143 liturgical checklist
323 family history
323 family symbol
323 marriage constitution
342 celebration menu

Death Rites

121 send out ritual
143 liturgical checklist
223 jwm's "the day my father died"

TRAINING UNIT TACTIC 1

Cadre

II. DEVELOPING THE SPIRIT DEEPS INSTRUMENTS

LITURGICAL LEADERSHIP Developing Lay Celebrants

5. INDIVIDUAL DEVOTIONS

Solitary Office

144 propers and rubrics kit
221 kazantzakis, "saviours of god"
221 hesse, "journey to the east"
221 "purity of heart"

Breviary Building

112 nrm charts
124 bible
143 lectionary

Devotional Reading

124 bible
221 kazantzakis, "saviours of god"
221 "purity of heart"
221 "interior castle," teresa
221 "imitation of christ"
221 devotional publication list

Journal Writing

112 nrm charts
313 church year format
313 journal time plan

6. FAMILY WORSHIP

Symbol Creation

111 historical symbolic timeline
123 movement song book
124 art forms list
142 art supply kit
211 csllla course construct

Family Office

112 nrm charts
121 daily office
143 corporate worship checklist

Meal Rituals

121 sample rituals
124 art form centerpiece plan

Family Celebrations

111 ur symbols
123 movement songs
133 decor plan
214 family conversation construct
323 family symbol
342 menu model

7. CONGREGATION SERVICES

Weekly Worship

143 worship checklist
214 worship introductions
233 quarterly sermon construct

Special Services

142 room decor kit
143 corporate worship checklist
233 yearly witness construct
313 liturgical calendar

Eucharist Celebration

121 common meal
142 room decor kit
143 corporate worship checklist

House Church

121 common meal
142 room decor kit
143 corporate worship checklist

8. CADRE OFFICES

Daily Office

121 daily office
121 geneva office
143 lectionary
214 worship introductions
143 corporate worship checklist

College Dynamic

112 nrm charts
142 room decor kit
214 conversation construct
312 college format
314 team, unit assignment plan

Informal Rituals

112 worship chart
123 hymn book
142 decor materials list
342 list of symbolic foods

Spiritual Exercises

134 gesture list
144 list of solitary accoutrements

9. SUNDAY WORSHIP

Musical Forms

141 audio visual checklist
143 corporate worship checklist
214 music shortcourse instruct

Secondary Constructs

124 slides
124 symbolic pins
124 posters
124 global figurines
124 seasonal symbols
214 witness construct

Architectural Arrangement

124 seasonal centerpiece
133 room decor instruct
141 flexible lighting
141 folding screen
142 room decor kit
143 corporate worship checklist

Cultic Styles

134 gesture list
134 hats
134 arm bands
134 vestments
142 art supply kit

10. EXPERIMENTAL LITURGIES

Special Occasions

124 montage
124 posters
141 colored lights
142 room kit
143 corporate worship checklist
313 church calendar
342 menu

Particular Groups

123 contemporary music
123 community songs
124 contemporary readings
143 corporate worship checklist

Various Types

123 international songbooks
141 audio visual checklist
221 selected books

Annual Holidays

123 songs
124 flag
214 audio visual list
143 corporate worship list
443 annual calendar

11. CREATING PATTERNS

Relevant Songs

123 spirit songs
123 national songs list
143 corporate worship checklist

Special Icons

111 movement symbols
124 traditional church icons
124 contemporary art forms

Dramatic Movement

121 liturgies
123 historical church music
131 processional instruct
134 choreography model
134 gestures list
143 costumes list
214 rs-1 worship introduction chart

Creative Prayers

143 prayer beads
143 prayer wheel
214 prayer conversation construct
221 prayer books

12. BUILDING RITUALS

Particular Situations

121 ritual list
143 corporate worship checklist
221 anthropology book list

Church Rites

121 denominational worship rituals
142 art supply kit
143 corporate worship checklist

Special Litanies

141 audio visual kit
143 corporate worship checklist
221 poetry book
223 magazine
223 daily newspaper
232 litany workshop construct

Pioneering Devotions

124 art form checklist
143 breviary
143 corporate worship checklist
144 journals
221 list of poetry books
232 corp. writing workshop const.
232 breviary workshop construct

TRAINING UNIT TACTIC 1
Cadre

IV. TRAINING IN LITURGICAL PRACTICES
INSTRUMENTS

LITURGICAL LEADERSHIP
Developing Lay Celebrants

13. CADRE PARTICIPATION

Liturgist Experience

121 daily office sheet
121 common meal sheet
143 corporate worship checklist
314 rational assignment sheet
324 pastoral consultation instruct

Leading Meetings

143 corporate worship checklist
312 agenda sheet
313 meeting timeline
342 food construct

Corporate Solitaries

121 common meal sheet
124 bible
132 solitary construct
134 gestures list
221 historical creeds book

Priorship Role

314 workshop assignments sheet
314 teaching assignments sheet
314 rotation schedule
443 team members list

14. CONGREGATION LEADERSHIP

Sunday Liturgists

121 book of prayers
121 lectionary
124 bible
143 corporate worship checklist
314 rotation schedule

Church Schools

124 bible
124 art form inventory sheet
221 curriculum books
221 religious book list
221 childrens contemporary books
314 rotation schedule

Other Groups

121 written prayers
124 bible
214 short course construct
221 religious book lists
314 rotation schedule

Personal Visitation

124 bible
141 tape recorder
423 p.r. packet
443 movement calendar
444 transportation list

15. SIGNAL EXPERIENCE

Liturgist Experience

121 ritual sheet
123 song sheet
143 corporate worship kit
214 contextual statement construct

Holy Days

121 holy days calendar
124 daily symbol
143 corporate worship kit
144 contemporary saints list
223 essay on holidays

Christian Sacraments

121 common meal ritual
121 baptismal ritual
143 devotional book
143 corporate worship kit
214 short course on sacraments

Special Convocations

121 ritual sheets
121 church year calendar
121 holy day calendar
214 art form method construct
244 evaluation construct

16. TEACHING LITURGIES

Sunday Liturgists

121 worship sheets
121 book of denominational worship
143 corporate worship checklist
211 lecture manual
213 teaching construct
443 members experience list
443 file of key members

Church Groups

121 worship sheets
141 audio visual ne
214 art form conversation construct
414 structural chart

House Church

111 cross
143 corporate worship checklist
312 format for house church
314 meal assignment sheet

Individual Conversations

121 list of liturgies
121 liturgical images
214 conversation construct

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