



Association for Theological Field Education Newsletter

Volume 26 Issue 1

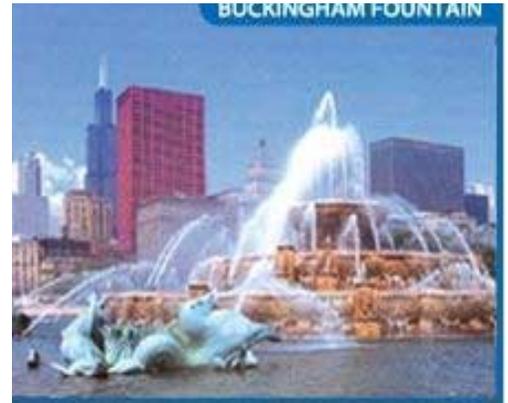
April 2001

Inside this issue:

<i>Case Study Institute</i>	3
<i>Legal Issues for Theological Field Education</i>	3
<i>ATFE Membership and Dues Changes</i>	4
<i>Workshop on Clergy Sexual Abuse</i>	4
<i>ATFE Steering Committee</i>	4
<i>The Spirit of Learning in ATFE</i>	5
<i>Call for Submissions</i>	6
<i>Cross Cultural Experience</i>	6
<i>ATFE Research</i>	6
<i>Caucus News and Contacts</i>	7

Chicago 2003

The Chicago area Association of Theological Field Educators wants to extend you a hearty welcome. We look forward to the 2003 Biennial Meeting as an opportunity to highlight the excellent programs of our collective sites, enter into dialog on some of the unique programs and specializations in the Chicago area, share resources and research as well as showcase our wonderful city.



MARK YOUR CALENDARS NOW!!
January 22—26, 2003

Boston—Revolution—Education

By Robert O’Gorman, 1999-2001 Chair, ATFE Steering Committee

On January 17-20, 2001, some 200 Field Educators from 150 Schools gathered in Boston for the 26th Consultation of the Association for Theological Field Education. Over these three days participants consulted in more than 30 small group activities, ten plenary gatherings and meetings in caucus groups. A full menu of educational, spiritual and cultural delights!

The key words of this year’s Biennial were *Boston*, *Revolution* and *Education*. The theme that guided me in interpreting my experience of the Consultation was our participation in “a revolution

in revelation.” The Steering Committee was driven by a concern presently confronting theological education – students coming to our schools shaped religiously in a very *different* way and bringing *new* ministries to *new* experiences of church. As the ad says, “This ain’t your father’s Oldsmobile.” Or to put it biblically we gathered in Boston “to see what the Lord has made known to us.” (Luke: 2:15)

We opened with an exercise that had folks identify their original ATFE meeting – beginning from the present to the earliest. We were all surprised to see that almost

1/4 of the members at this biennial (42) were new to ATFE. One of our Emeriti members, Don Beisswenger, was recognized as having claim to the earliest Biennial, Berkley, 1969!

Caucuses were a highlight of initial gathering. As soon as we gathered in plenary opening we moved to an afternoon of meeting in these special affinity groups. The large groups of new directors gathered with a few of us old timers for dinner and to hear the ATFE story.

Harvey Cox began the keynote. Harvey focus-ed on “borders,” suggesting that the strong borders

Boston—Revolution—Education continued

we have built around our traditions in theological education are really very permeable. Today's students bring us "the other" and "the different." He reminded us of David Tracy's claim that today "the other and the different" are central categories of theology; that God comes to us in the "other." Cox pointed out that the field education student potentially is most in touch with that outside the boundary of the classroom—"the other." Harvey reversed the common understanding of field education as the place where we "apply" what is learned in the classroom to say the theology and scripture classes are places where we "apply" the experience of the students from the field. "The other comes to the school as interruption and as gift." But he warned field educators that in North America we live so as to minimize the chances of our encountering the other. Harvey concluded that field education, which has been "the Third World of Theological Education," is pushing at the center, now that modernity no longer has hegemony.

The next morning Rebecca Chopp continued the keynote. She said revolution happens when the structures change. Picking up on Cox's comment about our liberation from the domination of modernity, Rebecca addressed the "seismic" shift presently happening in our way of knowing -- from *word* to *image*, an actual shift in the human brain's processing of perceptions. Theological educators are challenged to accommodate this increased role of the imagination. Chopp noted a shift from the primacy of the individual as the subject of education to the community as the locus. This revolution moves theological education from centering on "truth" -- the domain of the disciplines to "reality" -- the province of the "field." God is not captive to the past -- God is present now.

We have revolved from an essentialist model where systematic theology could

be taught in a vacuum, which we inherited from the theory/application split. Today theology cannot be taught without the field experience. The subject of theological education is Christian practices and practices are multi-meaning. The task of the theological student is to gain the ability to hear, see, feel and yes, *understand* Christian practices. The object of theology is expanded from correct thinking to experiences of practices. The narrative imagination is central today -- poetry needs to become the language of today's theology

student. It is poetry that allows one to see the face of the other. It is open and not restricted as dogmatics is. The authority of the theological student comes from their ability to see the world in new and multiple ways.

The keynote concluded with a joint response by Rebecca and Harvey to questions we had given them during the day. **Rebecca took the lead saying what she would do if she were "the Queen of Theological Education."** She would begin theological studies with a six-month type of "novitiate" formation and community building. Here folks would be initiated into the practices of theological education. She described her plan as a "medical model" where next the students would go into skilled parishes as "interns." Students would then attend classes and again move out in "residencies." Rebecca's criteria for a faculty member in this school would be the ability to teach two disciplines -- a classical field and a practical field. Finally she would have a poet as president. Harvey, following the dictum, "let a thousand flowers bloom," made it clear that in this day and age Field Education is the core of the curriculum.

Our liturgies this Biennial let us experience particularity in our plural-

ity. Each day we celebrated with a different tradition. Mickey Corso brought the Gospel of Mark alive in a stunning dramatization of the entire Gospel -- from the heart and by heart!

A demonstration was given of the developments on **the ATFE Web Site** and its potential for a much greater interaction among members and the caucuses to continue consulting on issues raised at the Consultation.

Chicago was voted as our Biennial site for January 22-26, 2003

At the Banquet Saturday evening, **we recognized our retirees:**

- * Shelley Finson of Atlantic School of Theology
- * George D. Carter Jr. of Louisville Presbyterian Theological Seminary
- * Geraldine L. Rodrick of Lutheran School of Theology in Chicago
- * and in absentia B. Maurice Ritchie of Duke Divinity School

In some closing comments at the banquet, I had the opportunity to reflect on Field Education, especially from the vantage point of the past eight years I have been privileged to serve on the Steering Committee. **I am more and more aware of our unique position in theological education, as field educators,** -- as Harvey pointed out moving in from the margins. I see us like the Roman god Janus, standing at the liminal point between the academy and the church as it encounters the world. From here we are in a unique position to encounter the text as it emerges in the students' practice in the church and world -- where the holy one is revealed in a congregation's spirit of poverty in a soup kitchen or spirit of community in a homeless shelter.

From here we encounter the educational process as it emerges in the coaching that a supervisor or a congregation does for a student's practice of proclaiming, of reconciling, of consecrating the faith of the congregation.

From here we encounter the teaching practices that seek to critically correlate the ancient texts that have collected the reflections of generations' practices of the faith hundreds and thousands of years before us and the texts of the field carried in the actions



Harvey (Cox) reversed the common understanding of field education as the place where we "apply" what is learned in the classroom to say the theology and scripture classes are the places where we "apply" the experience of the students from the field.

Boston—Revolution—Education continued

and reflections of our students.

From here we stand in a position to challenge theology, education and ministry. With our face toward the culture we challenge students, supervisors, congregations and denominations to faithfulness and excellence in practice. As we face the school, we challenge the board, the administration, colleagues and students to hear God's truth as it is unfolding in our students' ministry in the church and the world. We challenge teaching to empower students' action and reflection.

So just who are we, Janus figures, who live in the tension of these two worlds? We are always a little uneasy ascribing our identity as academics and attempting to fit that mold and yet we are always reminded that we don't live in the "real world" of the minister. We are educators who live in the tension of revelation – that correlation of the new and the faithful and where, as James Gustafson observed, our experience outgrows the concepts and tools gleaned from a "faithfulness to the ancient and hon-

orable paths of the fathers."

We are becoming clearer and clearer on our own identity and we are at the point, as a collegium, of making a foundational contribution to the theological education emerging with the new students of the third millennium. The best for field education is yet to come.

Case Study Institute June 24-29, 2001 San Francisco

The 30th Annual Case Study Institute will be held June 24-29, 2001, at Golden Gate Baptist Theological Seminary (GGBTS) in the northern San Francisco bay area. This Association for Case Teaching event will be jointly hosted by GGBTS and San Francisco Theological Seminary. Participants will receive training in the writing and teaching of cases for a variety of contexts including classroom, parish, and community.

Brochures are available from ACT member Sue Zabel (szabel@wesleysem.edu).

rickdurst@ggbts.edu) or Rick Durst at Golden Gate Seminary, 201 Seminary Dr., Mill Valley, CA, 94941, phone (415) 380-1506 or email rickdurst@ggbts.edu.

For alumni of previous Case Study Institutes, ACT will hold an Advanced Case Study Institute also at GGBTS June 29-July 1. The Advanced Institute will offer advanced teaching or writing tracks and a symposium on specialized adaptations of the case method to specific constituencies.

ACT has moved its institutional base to Abilene Christian University (ACU). ACU's Jack Reese (Dean, College of Biblical Studies) and Tim Sensing (Assistant Professor, Graduate School of Theology) are serving as co-directors. For more information about ACT, you can go to <http://www.plowsharesinstitute.com/caseteaching.htm> or contact Jennifer Giddings at ACT, Box 29443, Abilene, TX 79699-9443, phone (915) 674-4807, act@acu.edu.

Legal Issues for Theological Field Education

A "Handbook on Legal Issues in Theological Field Education" is now available. The result of two years of research by members of the Presbyterian Theological Field Educators (PFTE) caucus, the manual looks at significant vocational and pedagogical issues and implications. Grants from ATFE and the Wabash Center for Teaching and Learning in Theology and Religion



funded this important work. Dr. Ron Bullis, legal counsel for the project, was present in Boston to help lead the seminar on the topic during the recent ATFE Consultation.

ATFE members may order copies of the manual from Susan Fox, Union-PSCE, 3401 Brook Road, Richmond, VA 23227. The cost is \$12 including postage.



ATFE Membership & Dues Changes

The January 21st Business Meeting during the 2001 ATFE Biennial Consultation approved an important change in the system of membership and dues for ATFE. Members will now be billed for dues on a yearly rather than biennial basis, with a modest increase in dues.

The new dues rates for *one year* are:

- Institutional (3 members): \$100/year U.S.D. (\$80/year U.S.D. for Canadians)
- Individual: \$75/year U.S.D. (\$65/year U.S.D. for Canadians)
- Emeritus: \$25/year U.S.D. (\$20/year U.S.D. for Canadians)

This is an increase from the previous *biennial* dues rates of \$150 for Institutional, \$95 for Individual, and \$35 for Emeriti/ae.

You will be billed for dues in the spring each year, beginning this year, 2001.

Rationale for this change:

- It is easier for institutions to budget for dues annually, rather than biennially.
- Yearly billing will make it easier for ATFE to track changes in membership.

- Dues income is essential to sustain ATFE, a critical element in theological education.
- ATFE Membership dues are a great bargain. While you get all the benefits of membership in a critical element in theological education,
 - The ATFE Expense budget is kept low through volunteer leadership of ATFE members. Budget copies distributed in Boston are available upon request from Treasurer, Dick Cunningham, drdick@seattleu.edu, or (206) 296-2101.
 - Institutional membership includes three members per institution.
 - Services to members are increasing, such as improved ATFE web site, PATFE legal issues report distributed to Boston attendees, and consultations supported by grants from foundations such as Wabash Institute for Teaching and Learning in Religion and Theology.
 - Your ATFE Newsletter keeps you informed and motivated.

Workshop on Clergy Sexual Abuse

The Seattle-based Center for the Prevention of Sexual and Domestic Violence has developed a workshop especially for theological educators and seminary administrators, designed to promote ethical conduct and relational integrity in all areas of seminary and community life. The 3 ½ day training event provides faculty and administrators with the resources needed to evaluate and reshape seminary curricula, policies, and practices in this area.

Through a grant from the Carpenter Foundation, **the Center is able to cover the cost of all workshop materials and expenses, and all travel.** Your institution is responsible only for hotel and meal expenses.

Interested seminaries are invited to apply for the workshops to be held **August 9-12, 2001, and January 10-13, 2002.** The seminaries selected

for involvement will agree to:

- * Train their faculty, staff and students about professional ethics and sexual abuse
- * Send their president, dean or academic dean and 1 or 2 faculty members to a 3 ½ day training program at the Center in Seattle, WA
- * Release faculty participants to engage in periodic consultations with the Center
- * Pay hotel and meal costs for each participant.

For additional information and applications forms, contact:

Reverend Marie M. Fortune
CPSDV
936 N. 34th Street, Suite 200
Seattle, WA 98103
(206) 634-1903
(206) 634-0115 – fax
cpsdv@cpsdv.org

ATFE

Steering Committee 2001-2003

Sue Zabel, *Chair*
Wesley Theological Seminary
4500 Massachusetts Avenue NW
Washington, DC 20016
szabel@wesleysem.edu
202-885-8646

Dudley Rose, *Vice-Chair*
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138
dudley_rose@harvard.edu
617-496-1600

Dick Cunningham, *Treasurer*
School of Theology and Ministry
Seattle University
900 Broadway
Seattle, WA 98122-4340
drdick@seattleu.edu
206-296-2101

Kathy Talvacchia, *Secretary*
Union Theological Seminary
3041 Broadway
New York, NY 10027
ktalv@uts.columbia.edu
212-280-1392

Connie Kleingartner
Local Arrangements Chair
Lutheran School of Theology
1100 E. 55th Street
Chicago, IL 60615
ckleinga@LSTC.edu
773-256-0747

Ira Frazier, *At Large*
Claremont School of Theology
1325 N. College Avenue
Claremont, CA 91711
ifrazier@cst.edu
909-626-3521 x1221

Abigail Johnson, *At Large*
Emmanuel College
75 Queen's Park Cres
Toronto, Ontario M5S 1K7
Canada
abigail.johnson@utoronto.ca
416-585-4548

Mick Smith, *Communications*
Christian Theological Seminary
1000 W. 42nd Street
Indianapolis, IN 46208
msmith@cts.edu
317-931-2336

The Spirit of Learning in ATFE

The following report, by Emily Click, Director of Field Education and Contextual Learning, Claremont School of Theology, is an example of fruitful collaboration and learning initiated by one seminary. If you have similar experiences to share, please submit your report to msmith@cts.edu for a future edition of ATFE News.

Research grants are available from ATFE. Contact Sue Zabel or Dick Cunningham for details.

A small group of theological field educators met in Chicago over the October 27-29, 2000, weekend to examine connections between learning theory and field education practices. The consultation on Experiential Learning in Field Education was jointly sponsored by Claremont School of Theology's Lilly Foundation grant for teaching leadership in congregations and theological schools, and the research fund of ATFE. Participants agreed it was a valuable opportunity to network, explore the research and theoretical basis for our practices and to focus on how we use case studies in field education.

Participants

Participants in the small consultation were: Sue Zabel, Wesley Theological Seminary, Jeffrey Mahan, Iliff School of Theology, Kathleen Talvacchia, Union Theological Seminary, Michael P. Green, Trinity Evangelical Divinity School, Lynn Rhodes, Pacific School of Religion, Scott Cormode and Emily Click, of Claremont School of Theology. These participants were selected because of their experience in Field Education, and their willingness to closely examine the connections between theory and practice in theological field education.

Process

Each participant in the consultation contributed six one-page cases from their context prior to the meeting. The cases were critical incident descriptions, which involved participants in field education who were engaged in some ministry experience. Some cases

described typical pastoral care crisis situations, while other cases described dilemmas often faced by administrators and teachers in theological field education programs. A case study book was compiled before the Consultation, so that all participants could read the cases and be prepared to decide together which cases to study further during the weekend. The casebook was accompanied by a small reader of three pertinent articles from the field of adult learning and development.

Friday evening Emily Click, Director of Field Education and Contextual Learning at the Claremont School of Theology, introduced the theoretical and research base for the weekend by reviewing the work of Jack Mezirow, Sharan Merriam, Rosemary Caffarella, Stephen D. Brookfield, and others. Saturday began with the selection of four cases to study together. This selection process included important learning, as the participants indicated what types of case discussion each felt would most benefit their learning process. Some wanted to discuss difficult issues in administering field education, while others wanted to focus on the specific types of teaching which can revolve around critical incident cases. The rest of Saturday was spent with four different facilitators leading the group in discussing selected cases. The discussions for each case contained analysis of the issues present in the case, as well as reflection on the type of process engaged by the facilitator. Finally, on our concluding day together, the group met with Scott Cormode, Director of the Leadership Education Project, who challenged us to find new ways to document the important insights about theological education which he heard the members of the group identifying. He suggested that field education as well as theological education as a whole could be strengthened to the extent that we share our insights through writing, research, and further dialog between theory and practice.

Connections Between Theory and Practice

The group articulated what it saw as "principles and practices" in theological field education. These included: the value of learning through theological reflection, the worth of describing experience and gaining perspective on that experience via community discussion, and the importance of vocational discernment as a part of field education. The group discovered a diversity of pedagogical styles and objectives in various participants' use of cases. For example, one facilitator focused the group on a theological issue of a case, and kept asking the question of what is the theological meaning of this issue? Another facilitator encouraged group participants to delve into each case to find where the case spoke to lively issues in their own ministries. Still another facilitator chose to focus case discussion on how the theories of adult education connect with the practices of theological field education. We discovered a diversity of perspectives on what we are trying to enable students to discover through cases. We agreed that we each serve in distinctive contexts, which dictates that our practices and aims differ. Finally, we agreed to be "thieves" and to steal widely from each other in terms of our ongoing practice and perspective.

Conclusions

This consultation serves as a reminder to all in theological field education that we need each other. The busy natures of our combined administrative and teaching tasks mean that we often function in isolation from each other. Similarly, it is difficult to keep abreast of ongoing research in pertinent but removed arenas, such as adult learning and development. The consultation demonstrated that a small group of field educators who devote a weekend to joint study can experience support, challenge, and inspiration to improve understandings of theory and practice in our very important work.

CALL FOR SUBMISSIONS! THE *NEW THEOLOGY REVIEW* PRIZE IN THEOLOGICAL REFLECTION

ENCOURAGING NEW IDEAS, NEW VOICES, AND SKILLFUL MINISTRY

Prize

The publisher and editors of *New Theology Review* have instituted the NTR Prize in Theological Reflection to honor the best new article in theology on pastoral ministry. Each year the winning essay is published in *New Theology Review* and along with the award the author will receive \$2,000.

The Criteria

All submitted articles should focus on some aspect of pastoral ministry relevant to the audience of *New Theology Review*, i.e., Catholics of the United States and Canada. Submissions must be original work, not previously published, accessible to professional pastoral ministers, lay and ordained, provide new insight or synthesis of a pressing pastoral issue, and contribute to the ongoing theological reflection of pastoral ministers.

The Judges

Submissions will be evaluated by a panel of distinguished authors who are expert in

Theological reflection on ministry. Thomas Groome of Boston College, Robert Kinast of the Center for Theological Reflection and Evelyn Whitehead of Whitehead Associates will serve as judges for the prize.

The Rules

All entries are due by May 1, 2001. The winner will be announced September 15, 2001.

Essays should be submitted in English, accompanied by a cover page with author information (name, mailing address, phone number[s], institutional affiliation [if any], etc.) and statement of intent that the essay is submitted in the contest.

Essays should be no longer than 4,000 words in length and written according to the style sheet of *New Theology Review*. No author identification should be on the pages of the manuscript. Judges will not be informed as to the identity of the author until after they determine the winning essay.

Please submit two copies of the printed text along with a copy on disk using a standard program (preferably Microsoft Word) in either PC or Macintosh format.

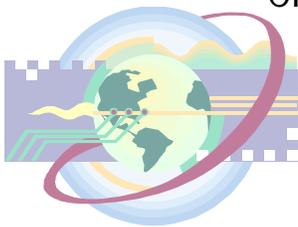
Send all entries to

The Editors
New Theology Review
6896 Laurel Street, N.W.
Washington, D.C. 20012

Decision of the judges is final. Submissions will not be returned. Faculty and staff of Washington Theological Union and Catholic Theological Union are not eligible. *New Theology Review* a journal of Catholic theology that informs men and women in ministry of contemporary developments in Roman Catholic thought and its pastoral import for the Church.

For further information, including a style sheet, please contact Dick Cunningham drdick@seattleu.edu or (206) 296-2101.

CROSS-CULTURAL EXPERIENCE?

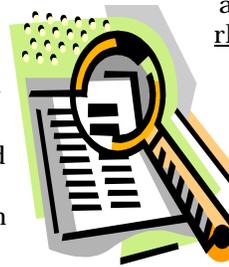


Are you one of several ATFE members who have extensive experience living and/or serving in a cultural setting other than the one in which you were reared, or the one in which you now serve? If you are interested in exploring the influence of cross-cultural experience on our work in contextual education, please contact Mick Smith. Please share information about research that has already been done on this topic. Our conversation may lead us to design some further research.

Mick Smith, Christian Theological Seminary,
1000 W. 42nd St., Indianapolis, IN 46208,
(317) 931-2336, msmith@cts.edu.

ATFE Research

The ATFE Research Committee is eager to learn of various research projects under way by ATFE members. In addition, the next ATFE Newsletter will include a call for submissions along specific criteria. Members of the committee will gladly receive your comments and suggestions, and reports on areas of your research and/or interest.



The Research Committee :

- * Barbara Mutch – Carey Theological College, Vancouver, BC barmutch@interchange.ubc.ca
- * Robert Lassalle-Klein – Jesuit School of Theology at Berkley, CA rlassall@jstb.edu
- * Charlotte McDaniel – Candler School of Theology, Atlanta, GA cmcdani@emory.edu
- * Michael P. Green – Trinity Evangelical Divinity School, Deerfield, IL Mgreen@trin.edu



Caucus News

The Canadian Caucus will be meeting for a Caucus Conference April 18-21, 2002 in Niagara Falls. We enjoy the opportunity to discuss issues in Field Education usually around a particular theme.

The United Methodist Caucus is discussing cross-cultural and multi-cultural field experiences. We are exploring the feasibility of a trip to Cuba in 2002. Meanwhile, we are getting acquainted with new Directors in our midst and talking about research projects together. Various UM jurisdictions are connecting with UM seminaries about partnership in the continuing education of ministers, post-seminary and pre-ordination.

The Presbyterian Theological Field Educators (PTFE). Highlights of the January 21-22 meeting in Boston, following ATFE:

- * PTFE evaluated the "Legal Issues" study, in which it invested considerable energy over the last two years. Copies of the manual are being distributed to the ATS and to the Committee on Theological Education of the Presbyterian Church (USA). **[See announcement on page 3 to obtain a copy of the Legal Issues Handbook]**
- * PTFE bid farewell to Virstan Choy (in absentia) of San Francisco Theological Seminary who left field education recently to become Executive Presbyter of San Francisco Presbytery, and to George Carter, retiring at the end of the 2000-01 academic year. They also sent warm greetings and best wishes to Kurtis Hess, long-term field educator at Union-PSCE in Richmond, VA, who is undergoing treatment for cancer. They welcomed Donna Duensing and Stephanie Croom, new colleagues at San Francisco Theological Seminary.
- * In keeping with ATFE keynote presentations by Rebecca Chopp and Harvey Cox, PTFE will focus its next meeting on an imaginative process of conceptualizing a theological curriculum that places field education/supervised ministry at the center.
- * Next meetings of PTFE were set:
 - o December 6-9, 2001 at San Francisco Theological Seminary
 - o January 26-27, 2003 at McCormick Theological Seminary, following the ATFE consultation.
 - o December 5-7, 2003 at Pittsburgh Theological Seminary

The Disciples Caucus. A proposal is in process for a conference at *Seminario Evangelico de Puerto Rico* in January 2002. The conference will feature a dialogue on ministerial leadership and cross-cultural issues, and a celebration of our varied faith and vocational experiences and gifts.

Caucus Contacts

Anglican/Episcopal Field Educators

Jacques Hadler
Virginia Theological Seminary
3737 Seminary Road
Alexandria, VA 22304
703/461-1744 Jhadler@vts.edu

Canadian Caucus

Abigail Johnson
Emmanuel College
75 Queen's Park Crescent
Toronto, Ontario M5S 1K7
416/585-4548
Abigail.johnson@utoronto.ca

Catholic ATFE

Fr. Hampton Davis
Notre Dame Seminary
2901 South Carrollton Avenue
New Orleans, LA 70118
504/866-7426, ext. 3013
FHDavis3@aol.com

Disciples Caucus

Mick Smith
Christian Theological Seminary
1000 West 42nd Street
Indianapolis, IN
317/931-2330
msmith@cts.edu

Evangelical ATFE

Michael P. Green
Trinity Evangelical Divinity School
2065 Half Day Road
Deerfield, IL 60015
847/317-8141
Mgreen@trin.edu

Lutheran Field Educators

Connie Kleingartner
Lutheran School of Theology
1100 East 55th Street
Chicago, IL 60615
773/256-0747
Ckleinga@lstc.edu

Mid-Atlantic Field Education Assoc.

Harry A. Freebairn
Princeton Theological Seminary
P.O. Box 821
Princeton, NJ 08542-0803
609/497-7970
harry.freebairn@ptsem.edu

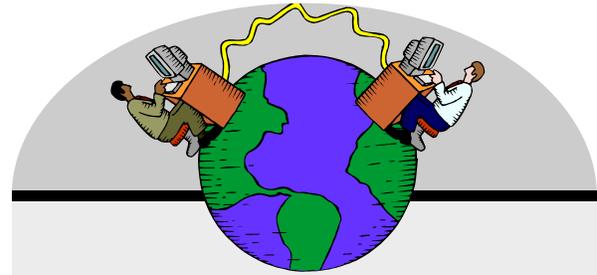
Presbyterian Field Educators

Lee Carroll
Columbia Theological Seminary
701 Columbia Drive
Decatur, GA 30031
404/687-4518
CarrollL@CTSnet.edu

United Methodist Caucus

Lisa Withrow
Methodist Theological School in Ohio
3081 Columbus Pike, Box 8004
Delaware, OH 43015
740/362-3343
Lwithrow@mtso.edu

ASSOCIATION FOR THEOLOGICAL FIELD EDUCATION
c/o Christian Theological Seminary
1000 West 42nd Street
Indianapolis, IN USA 46208-3301



Web Site for Congregational Leadership

Following Rev. Charlotte Robinson of the Almond Springs church through a series of realistic pastoral leadership situations opens rich opportunities for ministerial learning. The web site, www.christianleaders.org, contains a 22-episode drama, framed in cases that could stand alone. Each episode has links to “reflective resources” such as articles on conflict, volunteers, staff relations, leadership. Visitors to the site may also read Charlotte Robinson’s journal entries after each episode.

See the February 7-14 edition of *Christian Century* for an article by Scott Cormode of Claremont School of Theology who developed this website.

We're on the Web:
www.atfe.org

Address Correction Requested

Valuable information about ATFE is available at your finger tips. Your ATFE website includes the following:

- Current ATFE News
- Membership list (institutions and persons) – including status of dues payment
- ATFE Newsletters
- List of Caucuses and contacts
- Steering Committee (i.e., officers), names and contact information
- A “chat room” for easy communication with ATFE members (via the “Participation” link)
- Internet Resources Guide – you are invited to add resources
- On-line registration

Like the highways around many of our cities the ATFE web site remains “under construction”, continually attempting to improve the ways it serves your needs. We invite your feedback and suggestions to Webmaster, Dudley Rose, dudley_rose@harvard.edu.

