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**MEMBERSHIP RENEWALS FOR 2002-03**

Over half of the membership has already renewed their membership for 2002-03. Are you one of them?

Our membership year runs from July 1 through June 30 each year. You should have received a letter with a renewal notice and a 2002 meeting registration form in June or early July. If you missed the mailing or if you misplaced your form, membership forms for 2002-03 are available in two formats on the website. If you choose to use the form from the website you will need to mail it with a check.

Passwords to the member-only section of the APRRE website issued for 2001-02 are scheduled to expire on September 1, 2002. These passwords give you access to the membership directory, full-text of all meeting papers since 2001, and syllabus sharing. Remember that membership renewal and meeting registration are two separate items for you to address.

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**2002 MEETING THEME**

***Leading with Hope: The Vocation of the Religious Educator***

Sheraton University City Hotel

Philadelphia, Pennsylvania

November 1-3, 2002

Read full program proposal on the APRRE website ([www.mtso.edu/aprre](http://www.mtso.edu/aprre))

From time to time, it is important for us to reflect critically on our image of ourselves, how we live out and negotiate the challenges of our distinctive vocation in the academy and in the world. We need to consider what we bring to the practices of our vocation and to articulate what we dare hope for in this current age...

- What is our image of ourselves as professors and researchers in religious education?
- What is the nature of the art by which we live and move, teach, lead, and learn in the classroom and among those in other disciplines?
- What of our biographies is infused in who we perceive ourselves to be?
- How do we see our vocation and the tasks connected to it in the present and coming age?

- What dare we hope for ourselves and those we lead/teach in this current age of change, unrest, and terrorism?
- How are we nourished in our vocation?

***This meeting has a broad base of member participation. Over half of the meeting registrants will be contributing to the program as paper presenters, plenary leaders, moderators, or officers.***

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## REGISTRATION INFORMATION

To date, we have received a substantial number of registrations for this year's meeting. Three sessions are already full. The sooner we receive your registration the better your chances of receiving your top session choices. Session space is limited and assignments are made on a "first come, first served" basis per registration postmarks.

An on-line version of the annual meeting registration form is available on the website (Acrobat Reader needed), although it will still need to be mailed with a check. A hardcopy of the form was sent with your membership renewal form earlier this summer via U.S. mail. Brief descriptions of the presentations are included on the website to help you select your top four choices in each time block.

Registration fees in US dollars:

APRRE member	\$115
International member	\$95
Emeritus/Emerita member	\$75
Full-time Student member	\$75
Non-member	\$165

A \$10 late registration fee is added to registrations postmarked after October 10, 2002. Registration can be cancelled with full refund on or before October 10, 2002. Refunds for cancellations between October 10 and October 25 will have \$40 withheld (a copy of the Proceedings will be mailed via US mail). After October 25, 2002 cancellations will not receive a refund.

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## 2002 MEETING HOTEL—SHERATON UNIVERSITY CITY

The Sheraton University City Hotel is located on the campus of the University of Pennsylvania. The hotel has good facilities with a nice selection of restaurants, shops and services in the adjacent blocks. There is easy access to public transportation to downtown and the airport. Nightly room rates will run \$US109 (single), \$US119 (double) and \$US129 (triple). Call 877-459-1146 (toll free direct to hotel) for reservations. Be sure to identify yourself as a member of APRRE.

**RESERVATIONS WITH THE HOTEL MUST BE MADE BY OCTOBER 7, 2002 TO GUARANTEE THAT YOU WILL RECEIVE THE APRRE ROOM RATES.** Following this cut off date, guestrooms are subject to availability and the hotel's prevailing room rates. You may find out more about the hotel on the web at [www.sheraton.com/universitycity](http://www.sheraton.com/universitycity). Links to information about the Philadelphia area, weather and transportation are on the website ([www.mtso.edu/aprre](http://www.mtso.edu/aprre)).

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## TRAVEL FUND GRANTS

APRRE offers a limited number of travel grants to members in need. To apply you must be a member in good standing, i.e. dues paid for 2002-03. Preference is given to students and active younger members and is influenced by the amount of need. Persons awarded a grant for the 2001 meeting are not eligible for grants for the 2002 meeting. The size of grants will depend upon the number of applicants and funds available.

Application for a Travel Grant can be e-mailed to [rlitchfield@mtso.edu](mailto:rlitchfield@mtso.edu), or faxed to Randy Litchfield at (740) 362-3381 or surface mailed to APRRE, by September 13, 2002. Applications must include the following information: (a) cost of round-trip airfare, (b) the portion of airfare being reimbursed, if any, and by whom, (c) and amount of personal funds to be used for the meeting. Decisions about grant awards will be made by September 16.

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## ACCESS TO FULL-TEXT OF MEETING PAPERS

All of the meeting papers will be made available in their complete form on the APRRE website under the section heading "APRRE Member Services." You will need your 2002-03 username and password to access the papers. Presenters have been asked to submit their papers by September 18, 2002 so papers will be posted on the website shortly thereafter. ***Registrants are asked to read papers prior to the meeting so that authors have more flexibility in their methodologies for sessions and so that sessions may be more interactive. Coming prepared makes it possible for sessions to model the types of pedagogy (or if you prefer andragogy) that APRRE members desire.*** Registrants will also receive the Proceedings, which contains copies of all papers, at registration. Confirmation of session assignments will begin October 1, 2002. If you registered by the end of August it is likely that you received your first choices for sessions.

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## LOOKING FOR A ROOMMATE?

If you are looking for a roommate to reduce your hotel expenses, send your name and email address to Randy Litchfield ([rlitchfield@mtso.edu](mailto:rlitchfield@mtso.edu)). A list of people looking for room mates will be posted on the website in the password protected area of the APRRE website under the main heading "APRRE Member Services."

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## MEETING SCHEDULE

Keep checking the website for updates. ***You are strongly encouraged to make travel arrangements (including ground transit, check-in and security screening delays) such that you can attend the entire meeting.*** The meeting ends half an hour earlier on Sunday than last year to minimize early departures.

PLEASE NOTE EARLY MEETING TIMES for Lutheran Professors, Student Caucus, Pan Methodists, REA Board, and APRRE Executive Committee

### Thursday October 31, 2002

- 2:00- 9:30 p.m. Lutheran Christian Education Professors meeting
- 2:00- 9:00 p.m. REA Board meeting

### Friday November 1, 2002

- 8:30-12:00 a.m. APRRE Executive Committee
- 9:00-12:30 Lutheran Christian Education Professors meeting
- 10:00-12:30 Pan Methodist Meeting
- 11:00- 2:00 Registration
- 12:00- 1:00 p.m. Doctoral Student Caucus Luncheon
- 1:00- 2:00 Opening Reception  
Opening program, light refreshment, exhibits
- 2:00- 3:30 Plenary: "Leading with Hope I: Identity and Vocation of the Religious Educator"  
Presentation of case study method, dramatization of a case study, roundtable conversations led by Dr. Lucinda Huffaker, and Atlanta Inter-Seminary Religious Education Faculty Dramatists
- 3:45- 5:00 Plenary: "Leading with Hope II: Theological Reflection on the Nature of the Religious Educator's Identity and Vocation"  
Opening dance by Skye Noel Smith and presentations by Eileen Daily, José Irizarry, Reginald Blount, and Wenh-In Ng followed by roundtable conversations
- 5:30- 6:00 Sabbath Service
- 6:30 Banquet including the video: "Contexts of Hope: The Religious Educator's Identity and Vocation in Motion" with table discussion

Saturday November 2, 2002

- 7:30 a.m. Served Breakfast (ticket required)  
Juice, scrambled eggs, bacon or ham or sausage, hash browns, biscuits
- 8:15- 9:45 Research Interest Groups and Colloquia
- 10:00-11:30 Research Interest Groups and Colloquia
- 11:45- 1:00 p.m. Men's and Women's Luncheons  
Religious Education Editorial Board Luncheon
- 1:00- 2:30 REA Board Meeting
- 1:15- 2:15 Denominational meetings
- 2:30- 4:00 Research Interest Groups and Colloquia
- 4:15- 5:30 Task Forces
- 5:30- 6:30 REA Annual General Meeting

Sunday November 3, 2002

- 7:00- 8:00 a.m. Continental Breakfast
- 7:30- 8:00 Worship
- 8:15- 9:30 Research Interest Groups and Colloquia (note shorter session)
- 9:45-10:45 Presidential Address: "Daring to Lead with Hope,"  
Dr. Anne Streaty Wimberly
- 11:00-12:00 Business Meeting

Please remember to schedule your departure time to allow you to stay for the entire business meeting—including the time to get to the airport, check-in and security screening. We will have very important business regarding proposals for APRRE and REA reorganization to conduct!

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**OPENING RECEPTION**

The opening reception will be a time of welcome, celebration of the accomplishments of the year, and honoring the spirits of those who have gone ahead of us—it is a special beginning to the meeting! Light refreshment such as cheeses, crackers, fruit, finger sandwiches, cookies and drinks will be served. Please plan to join us at 1:00!! The reception will be in the same room as exhibits.

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## DOCTORAL STUDENT LUNCHEON

The Wabash Center for Teaching and Learning in Theology and Religion cordially invites APRRE student members to gather for conversation with faculty about teaching and the transition in identity from student to professor. Lunch will be provided at no charge.

Reservations are required via the registration form for the meeting.

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## TASK FORCE AND MEN'S LUNCHEON ANNOUNCEMENTS

*Please note that some Task Forces have a supporting web page on the APRRE website under the heading "Working E-groups."*

### Adult Education

In keeping with the theme of the Annual Meeting, the Adult Religious Education Task Force examines the concept of vocation and makes application to the work of those involved in the religious education of adults. As was agreed upon at last year's meeting, the beginning point of our discussion is Parker Palmer's Let Your Life Speak: Listening for the Voice of Vocation (San Francisco: Jossey Bass, 2000.) Also: a message was sent to the APRRE – ARE Task Force Listserv on September 3. If you did not receive it and wish to be on that listserv, please contact Jane Regan at [reganje@bc.edu](mailto:reganje@bc.edu).

### Asians and Asian North America Religious Education task Force

The Asians and Asian North America Religious Educator Task Force welcomes everybody who is interested in doing religious education related to Asians, or just want to explore this area. As we will meet for the first time, we will be updating participants' recent activities and getting to know one another. In addition, we seek to accomplish the following items:

- 1) Sharing needs and gaps in our work in our respective institutions and brainstorming how this task force and network might contribute towards meeting some of them.
- 2) Sharing information about other groups of Asian North American scholars which might offer potential religious education research.
- 3) Sharing existing resources for doing Asian North America Christian education. We invite everyone to bring resources to share with the group. Contact: Alan Lai -- [alanfanly@aol.com](mailto:alanfanly@aol.com)

### Children Task Force - Research Methodologies

A roundtable exploration of the particular methodologies we are utilizing in our research on children and religious formation. All participants will be invited to identify research methods they find fruitful; the group will explore the implications of these various methods for studying children's religious experience, family-based religious practices and congregational children's ministries. Participants who wish to share a more extensive explanation of current research projects are invited to post such information *in advance* to the group's APRRE discussion site. Contact: Karen-Marie Yust -- [kmyust@cts.edu](mailto:kmyust@cts.edu)

### Ethnography Task Force

In keeping with the topic for this year's conference, the Ethnography Task Force will consider several short statements (2-3 pages each) exploring how the fields of religious education and ethnography combine to define our vocation. Both ethnography and religious education are home to a wide range of philosophies and approaches. How do you locate yourself in each and what do you expect to produce? How and what can we know?

Several colleagues will produce a statement for the group to discuss. To date, Dori Baker and Margaret Ann Crain have agreed to write such a statement. Others who would like to contribute a statement should contact [MargaretAnn.Crain@garrett.edu](mailto:MargaretAnn.Crain@garrett.edu).

### Liturgy and Catechesis Task Force

Linda Vogel has offered to lead a discussion around the issue of how as Christian educators/liturgists we can help families/persons create rituals that speak to and for them with integrity when they come to the church for help with funerals, etc. but are not themselves practicing Christians.

Dean Blevins has offered a conversation based on work he developed for the recent Oxford Institute of Methodist Theological Studies in which he explores "Wesley's eschatological community formed by the means of grace." Contact: Ron Anderson -- [randerso@cts.edu](mailto:randerso@cts.edu)

### Men's Luncheon

Theme: *Men, Vocation and Religious Education*

How do we understand our vocation as men in light of a field traditionally associated with women, and with education as nurture. Suggested readings:

- Susan Thistlethwaite, "The Feminization of American Religious Education", Religious Education 76,4,1981: 391-402.
- Thomas Landy, "Collegium and the Intellectual's Vocation to Serve", Conversations 10, Fall 1996:15-24.

Contact: Kieran Scott -- [kieranscott@yahoo.com](mailto:kieranscott@yahoo.com)

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## RESEARCH INTEREST GROUPS AND COLLOQUIA

These sessions will be facilitated by a designated moderator. The moderator will work with the presenters to develop session process, enhance the interaction of papers, and unobtrusively enable discussion in the sessions.

### Saturday November 2, 8:15-9:45

11. **Helen Blier** (Candler-Emory University) “Remembering not to forget:: Anamnesis and the persistence of vocation”

How can we, as religious educators, support the challenging work of sustaining a sense of vocation among ourselves and those whom we educate? Using data from an ethnographic study with exemplary teachers, this paper will explore the role of anamnesis – remembering the formative stories constituting our visions and identities – in nurturing the discernment and ongoing vitality of vocation.

**Gabriele Klappenecker** (Wesfälische Wilhelms-Universität Münster) “The significance of Fowler’s stage-model of faith development for understanding the person and occupation of the religion teacher”

James Fowler’s stage-model of development can be used to reflect on and clarify the role of those involved in teaching religion in school as role-models and educators in the area of human values. An analysis of Fowler’s theology of calling, or vocation, on which the stage model is based, along with categories provided by Protestant theology can help to define this role.

Moderator: Ted Brelsford (Candler-Emory University)

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12. **Gloria Durka** (Fordham University) “The teacher's calling”

This paper will explore some salient dimensions of teaching in an attempt to point toward a spirituality for those who teach. The presentation flows from my ongoing work of probing why people feel called to teach. Particular attention will be paid to two aspects of responding to that call: teaching morally, and facing multiple vulnerabilities. Reference will be made to my recently published book, *The Teacher's Calling*.

**Charles Foster** (Candler-Emory University-Emeritus) “Where shall we sit?: The vocational dilemma of the religious educator”

This paper explores the theological and historical quest among religious educators for a “place” where our vocation is affirmed and where we might find conversation partners who encourage, nurture and help shape our practice.

Moderator: Susanne Johnson (Perkins School of Theology-SMU)



13. **Joan Reisinger** (St. Thomas University) “Feelings of isolation in women ministers and women in ministry: Conversations giving voice to sacred space”

This needs study, a preparation for designing a continuing education curriculum for professional ministers, seeks to understand the feelings of isolation expressed by women ministers and women in ministry in Dade and Broward County, Florida in Protestant and Catholic faith traditions. It explores through interviews, statistically analyzed surveys, and focus group dialogue the need for support and continuing education for these women. I believe the feelings of isolation reflect liminal space as we transition to a 21st century church-ekklesia. The results indicate the type of support that will help address women minister’s needs in this transition time.

**Grace Choi-Kim** (Garrett Evangelical Theological Seminary) “Congregation as a healing community: A framework for a systemic approach to Christian education for Korean American women”

My research will explore the continually emerging gender issues of Korean American churches, drawing upon the Korean American family system, their particular socio-cultural, socio-political, socio-economic context, and their religious and philosophical ideologies. It will propose an educational ministry framework for Korean American women's healing and growth. This new framework not only will foster women's spiritual, emotional, psychological, theological, and biblical self-development, but also will build the community of faith for both men and women. With such a goal in mind, a 'community theology' will be proposed to bring about a re-creation of the women's self image with the result that immigrant families, churches, and even whole communities will be transformed.

Moderator: TBA

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14. **Patty Meyers** (Pfeiffer University) & **Susan Willhauck** (Wesley Theological Seminary) “Thelma and Louise do religious education: Two educators in dialogue”

Two friends who are religious educators engage in dialogue reflecting on their vocation and how they teach for hope. They discuss their own teaching experiences as they relate to research in the field of pedagogy and offer insights into teaching for hope.

**Bert Roebben** (Tilburg University) “The decision to hope: The praxis of hopeful teaching in the education of religious leaders”

In this presentation I will reflect on the fundamental task of the practical theologian (involved in religious education) as the one who is bearing witness to the “dynamics of deep hope” that live in contemporary culture. From a Roman-Catholic point of view I will elaborate on the “organic presence” of the theologian in the *consensus fidelium* of the community. I will present a model for theological education that transforms the dynamics of hope within modern culture into moments of theological learning-with-*kairos*.

Moderator: Dori Baker (Adjunct Scholar)

15. **Paulette Isaac** (University of Missouri - St. Louis) & **Michael Rowland**, “The religious educator: A motivation (or barrier) to participation in church-based education”

What attracts or deters adult learners to or from participation in adult education within religious institutions? This paper will examine the religious educator’s role in adult learners’ participation.

**Kieran Scott** (Fordham University) “Calling all adults: The dilemma of parish religious education”

Education in our churches is caught in a uncrossable gulf between a traditional (pre-modern) religiosity and post-modern forms of education. This disjuncture operates in the everyday practices of our congregations (Edward Farley). This paper will explore and analyze this disjuncture in the lives of adults and Farley’s proposal to bridge the gap. The problem, however, is deeper. This will be uncovered by examining structural issues, power and professionalization and the entropy of some traditional educational forms in our parishes.

Moderator: Michael Horan (Loyola Marymount University)

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16. (Colloquium session)

**Evelyn Parker** (Perkins School of Theology-SMU) “Is there a message of Christian hope in hip-hop gospel?”

In this colloquia the musical art form of hip hop gospel performed by selected female artists is examined for the presence of Christian hope in its content, determining its sufficiency for teaching Christian hope to teenagers.

**David Fetterman** (University of Pittsburgh) “One of us’—Connectedness in a parenting grandparent support group”

In the fall of 2001, I wrote an ethnography of the God-Sent Grandparents Support Group, an intentionally Christian, faith-based parenting grandparent support group that is sponsored by the Salvation Army in Allegheny County, Pennsylvania. This support group provides a forum where parenting grandparents can develop, sustain, and nurture a sense of connectedness to God, to each other and to a caring group. They are a model of how personal faith provides a sense of connectedness with God and with each other. Further, they demonstrate how that sense of connectedness provides strength and coping skills for the difficult challenges they face as second time around parents. This interactive session will tell the story of the God-Sent Grandparents, and engage participants in exploring ways to integrate what can be learned from them into their various ministry contexts. Specific attention will be paid to the ways in which this sense of connectedness can be utilized by faith-based communities through their worship, religious education, outreach, etc.

Moderator: Yolanda Smith (Yale Divinity School)

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**Saturday November 2, 10:00-11:30****21. Joyce Bellous** (McMaster Divinity College) "Children, faith and social intimacy"

In the essay, I intend to develop the terms faith, social capital and intimacy so as to lay out what may be learned about *social intimacy*, and further, to identify what to teach children so that they might appropriate *social intimacy* in their private and public lives.

**Karen-Marie Yust** (Christian Theological Seminary) "Theology, educational theory, and children's faith formation"

A summary of the research findings from the Lilly-funded *Faith Formation in Children's Ministries Project*, drawing on my assessment of curricular and training resources utilized by mainstream Protestant congregations and my qualitative evaluations of a diverse set of congregational children's ministries.

Moderator: Diane Hymans (Trinity Lutheran Seminary)

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**22. Gabriel Moran** (New York University) "Ultimate intolerance"

What do Christianity, Judaism and Islam say of the salvation of the person outside of their respective religions? This paper is on the logic of Christian, Jewish and Muslim religions relating to the "outsider." Religious education is needed to understand how each religion uses terms that have a particular historical meaning but point to a universal reality.

**Jack Seymour** (Garrett Evangelical Theological Seminary) "Holding onto hope: Commitments of liberal religious education"

Hope that religious education was an agent for renewing humanity inspired the religious education movement. Yet, in the 1930s, a new orthodoxy, pessimistic about education, challenged that vision. Similarly today a resurgent orthodoxy challenges public religious education. How liberal religious educators held onto hope can be a model even for today.

Moderator: Bob O'Gorman (Loyola Univ., Inst. Pastoral Studies)

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**23. Theresa Latini** (Princeton Theological Seminary) "Spiritual formation for today: Old wine and new wineskins"

Patristic/Matristic spiritual theology ("old wine") and Modern Psychological Theory ("new wineskins") will be juxtaposed in order to propose an inter-disciplinary definition of spiritual formation relevant to contemporary North American culture. Further, we will note the inextricable relationship between religious education and spiritual formation in early church theologians, with a focus on the Cappadocian, Gregory of Nyssa.

**Ilse Geerinck** (Faculty of Theology Tilburg) "Hope for what's new: Creation and Arendts concept of natality"

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In this lecture we try to find out if there is a connection between Hannah Arendts concept of natality and the thoughts of creation with regard to a hopeful perspective for religious educators. We will see that responsibility for 'this' world and conservation of the 'old' world shows a hopeful way for the religious educator to create a 'new' world.

Moderator: Mary Elizabeth Moore (Candler School of Theology)

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24. **Jeff Brockman** (Pfeiffer University) "Practical Christian education: From orthodoxy to orthopraxy"

The purpose of this essay is to use the distinction between orthodoxy and orthopraxy to make a proposal for a practical Christian education curriculum. An attempt will be made to classify Christian teachings according to these categories.

**Dent Davis** (Columbia Theological Seminary) "Enlarging the classroom: A case study of the changing role of the religious educator"

The case study of a collaborative, parish-wide experiential action research project to discern, develop and implement a comprehensive religious education program embodies significant theological implications and suggests important theoretical and practical applications of adult and organizational learning practices in the emerging role of religious educators in the parish.

Moderator: Sharon Warner (Lexington Theological Seminary)

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25. **W. Alan Smith** (Florida Southern College) "Dancers exult at the awakening"

Maria Harris drew attention to dance as a metaphor for teaching and for women's spirituality in the middle and late 1980's. The paper will explore dance as a metaphor for the vocation of the religious educator.

**Rita Guare** (Fordham University) "Leading with hope: Excursions through the arts"

The purpose of this paper is twofold. First, the paper intends to examine the work of William Lynch, S.J. specifically his writing on the hopeful imagination. Lynch's theoretical framework will serve to ground the paper for the second purpose. The second half of the paper intends to explore the role of the arts in illuminating the hopeful imagination. In order to nourish our vocation as religious educators and to lead our communities with hope, I argue for a broad repertoire of texts, scripts, and scores, as well as an appreciation for the visual arts. Attending to the aesthetic demission of our lives, through engagements with literature, poetry, and drama and with heightened appreciation for music and the visual arts, may awaken in us dreams of possibility and hope that we might otherwise not have had. The paper will draw on a rich selection of literary and art works to suggest how we may lead even in times of great uncertainty.

Moderator: Linda Vogel (Garrett Evangelical Theological Seminary)

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26. **Paul Beckingham** (Carey Theological College) “The spirituality of recovery and the recovery of spirituality”

Dr. Paul M. Beckingham, a TBI survivor, completed doctoral (D.Min.) research in the post-TBI recovery of a hope and future. Qualitative interviews – using a critical ethnography approach – with survivors and caregivers were conducted in Canada, the USA and Britain. They suggest appropriate pastoral strategies and care-giving interventions. The findings impact our role as religious educators in seminaries and communities of faith.

**Trace Haythorn** (Westminster Presbyterian Church) “Different bodies, one body: Inclusive religious education and the role of the religious educator”

Barriers exist at a variety of levels for those with disabilities who seek to participate in the worship, education and mission of congregations. Placing the emerging literature on inclusive religious congregations in conversation with a case study of a particular church, an assessment of the strategies and roles of the worship and educational leaders will be offered. Adaptable strategies for cultivating inclusive practices in other settings will be offered.

Moderator: Mary Hess (Luther Seminary)

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**Saturday November 2, 2:30- 4:00**

31. **Sara Wenger Shenk** (Eastern Mennonite Seminary) “Anabaptist ways of knowing”

Some of the most hopeful attempts for educational visioning today are based in communities where practices are cultivated that attempt both to faithfully steward a living tradition and encourage a prophetic critique of that tradition. The early Anabaptist emphasis on communal, spiritual, bodily and practical ways of knowing in conversation with Polanyi can provide guidance for envisioning tradition-based, critical education.

**Douglas James** (Garrett / Northwestern University) “Theological faculty as religious educators: How personal beliefs about teaching, learning and spiritual growth inform teaching practices”

This research on theological faculty identifies how theological and educational beliefs (implicit or explicit) inform teaching practices. The study weaves together research on theological education, Christian education theory (mainly Maria Harris and James Loder), and research on postsecondary teaching and learning. Suggestions for teaching improvement and further research are offered.

Moderator: Kevin Lawson (Talbot School of Theology)

32. **Siebrn Miedema** (Free University Amsterdam) & **Gert Biesta** (University of Exeter),  
“Jacques Derrida's religion with/out religion and the im/possibility of religious education”  
The authors - coming respectively from an ethico-political and a religious interest in the writings of Jacques Derrida - will present the yield of their learning process in which they rethink religious education from an engagement of Derrida's forms of reasoning and analyzing.

**Harold Horell** (Boston College) “A reason for our hope: Three paradigms for religious education in a postmodern age”

A search for religious experiences, and increasing pluralism and multiculturalism are aspects of a broad cultural shift from the certainty of modernity toward the greater ambiguity of postmodernity. This essay explores and evaluates three ways religious educators can respond to this cultural shifts in terms of their ability to foster a sense of Christian hope as central for Christian life today.

Moderator: TBA

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33. **Roseanne McDougall** (La Salle University) “Sankofa: The vocation of a religious educator in West Africa”

Characteristic ways of thinking and pedagogies of the religious educator are applied to curriculum design of “Educational Philosophy,” an intensive two-week course taught in Nigeria. Specific educational experiences call for the religious educator, demonstrate meaning of “sankofa,” and permeate boundaries among tribes and races.

**Lawanda Smith** (LSU at Alexandria) “Leading with hope: Religious education through teaching story”

As a professional religious educator who teaches religion at the undergraduate level, I understand a large part of my vocation to be helping students broaden their faith. This paper will focus on both theory and practice, describing one of my most successful ways of guiding students: teaching through story.

Moderator: TBA

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34. **John Elias** (Fordham University) “Ironies in the vocation of a religious educator”

I explore certain ironies that in my reflection about and practice of religious education. After reflecting upon the meaning of vocation in some of its religious and seculars I describe certain ironies relating to purposes, contexts, roles, and the role of history.

**Peter Gilmour** (Loyola University Chicago) “The role of vocation in conflictual religious education settings”

Specific denominational expectations for religious education are often in conflict with the vision of religious educators. Rather than rely on managerial techniques to resolve such conflicts, this paper proposes looking at this problem from the point of view of the vocation of the religious educator.

Moderator: Don Russo (Xaverian High School/Syracuse University)

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35. **Boyung Lee** (Pacific School of Religion) "A Confucian perspective on hope"

The dominance of the social sciences makes eschatology a tough sell. Notwithstanding this, discussion about God's reign is integral to religious education. This paper analyzes the tension between the social sciences and metaphysics relative to Confucianism and Christianity's eschatologies. It then proposes ways to integrate each one's insight in curricula.

**Elizabeth Box Price** (Phillips Theological Seminary) "Christian nurture and the new cosmology"

Christian Religious Education recognizes the crisis in perception caused by eroding cosmologies and engages persons in the reformulating of Christian stories that negate a limiting materialism perpetuating consumerism destructive to life. A course is developed that embodies the implications of current cosmology.

Moderator: TBA

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36. **Katherine Turpin** (Ilf School of Theology) "Must they go sadly away?: Consumer culture and adolescent vocational imagination"

In a context that aggressively recruits young people into the role of consumer, adolescents struggle to make vocational choices that deviate from common cultural scripts of success. Drawing on interviews and focus groups with adolescents about vocational decisions, this essay explores elements of religious educational efforts that encourage broader vocational expression within the context of consumer culture.

**Julie Lytle** (Boston College) "Obsolete or essential: Religious educators in an interactive age"

The paper will begin by showing how, in successive eras of human communications, the Good News has been conveyed through various forms: oral, written, and mass-mediated print and electronic and the limitation of each previous generation due to the mono-directional transmission of information and ideas. It will then show how, with the development of the Internet and its interactive potential, religious educators not only gain a significant advance in their ability to relate to and with parishioners and students, but also the responsibility to guide their meaningful engagement with the proliferation of information the Internet provides. In a cultural landscape like the United States' which is filled with increasing numbers of "seekers" longing for spiritual nourishment, generally outside institutional religious circles, the paper will reveal that religious educators have a new opportunity for evangelization and for demonstrating the relevance of religious institutions in a contemporary culture. Additionally, the paper will identify the gains religious educators can make in their mission to form, inform and transform their respective faith communities by reviewing their educational methods and expanding to a multi-sensory palate.

Moderator: TBA

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**Sunday November 3, 8:15- 9:30 [note shorter session]****41. Carol Lakey Hess** (Claremont School of Theology) “When Narcissus teaches”

This paper will explore “narcissistic pedagogy.” Psychological work on narcissism and the dynamics of the “false self” (Kohut, Miller, Fowler) have important implications for teaching and mentoring. The crux of narcissistic pedagogy is that the teacher experiences the student “not as a center of its own activity but as a part of themselves.” A mentoring situation can exploit, or perhaps recreate, the kind of conditions that lead to the development of a false self. Rather than mirror the growing creative intelligence of the student, a teacher or mentor may look to see herself or himself reflected back and thereby stunt both authenticity and creativity. There are developmental, gender, and race implications.

**Lynne Westfield** (Drew University) “Students and teachers as thinking partners in the dialogue of learning”

Seeing teaching through students’ eyes is a critical task for any teacher who takes seriously the notion that teaching is a practice of freedom. Teachers have an obligation to monitor the learning experiences of students as we critique old systems of oppression and experiment with new methods for more engaged pedagogies. What does it mean, if the gathering of feedback from students was a research and learning opportunity in the classroom? What would it mean for teachers and learners to be co-learners as well as co-researchers in theological classrooms?

Moderator: Janet Weathers (Institute for Creative Transformation)

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**42. Fayette Veverka** (Villanova University) “Practicing faith: Negotiating identity and difference in a religiously pluralistic world”

This essay will explore the role of “practices” in educating for religious particularity and pluralism. I will argue that “practices,” rooted in and expressive of specific communal traditions, are critical to nurturing and sustaining a particular religious identity. At the same time, as expressions of shared human goods, they can also function as a meeting ground for participants in different traditions to explore the “boundaries” that differentiate as well as the “bonds” that connect us in relationship with one another.

**Brett Webb-Mitchell** (Duke Divinity School) “Martha Stewart, Emeril, and the naked chef: Cooking, dining, and religious education”

This presentation will explore the various ways that cooking and dining may be a way of approaching anew the act of forming and nurturing people in the gestured rituals of one’s faith community.

Moderator: Thomas Groome (Boston College)



43. **Sookyung Hwang** (Dongkuk University) “Living the truth: Constructing a road to peace and harmony”

Religious educators are those who strive to live what they research and teach with spiritual power based on the truth of religions. Through their research and education, and interaction with people and the world, religious educators contribute to the development of men's spiritual power and deeper communication between people and the world, constructing a road to an ideal society in peace and harmony.

**Mark King** (Fordham University) “The possibilities of making Zen Buddhism a case study for an interreligious teaching”

My research proposal explores the possibilities of making Zen Buddhism a case study for an interreligious teaching and learning model for the religious education and transformation of adults. My thesis will be presented within the context of one piece of Gabriel Moran's four essential characteristics of religious education, the interreligious: the other three being international, intergenerational, and interinstitutional. This dialectical model will apply certain concepts, insights, and meditative practices of Zen Buddhism in a way that will facilitate the attainment of a richer meaning of adulthood.

Moderator: TBA

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44. **José Irizarry** (Lutheran School of Theology) “The Christian religious educator as a cultural ‘spec-actor.’ Researching self in intercultural pedagogy”

This paper attempts to explore the theory and discourse of Christian religious education as an intercultural practice. It poses the need for religious educators to recognize the socio-cultural function of their practice and to incorporate into their pedagogy and research agendas methods of self-analysis as it relates to their position as cultural subjects who interact with equal, although diverse, cultural subjects in attempting to forge a shared socio-religious identity. The implications of the intercultural perspective raise critical issues to current practices of ethnography, teaching methodology and theories of multicultural religious education.

**Michael Warren** (St. John's University) “Spirituality and wealth: The burdens of silence”

How will churches and their people move from manipulated consumerist desires to desire built on a different sensibility—a different “feel”—for the world? How will they be able to adopt the “feel” Jesus' words and deeds disclose? In a way, everything in this paper is about spirituality; about the possibility of those in ministry to consciousness and practice speaking in a new voice with new awareness about culture and the gospel; and everything is at base about the Eucharist, as a privileged zone of cultural resistance. There will be two historical excursions I consider important for perspective.

Moderator: Ronnie Prevost (Logsdon SOT, Hardin-Simmons Univ.)

45. **Rebecca Buchanan** (Fordham University) “Unveiling Angela Merici: A pre-modern narrative for a post-modern world”

This study examines our human vocation through the life and pedagogy of Angela Merici, whose organizing principle was to reclaim our Christian Story and vocation that was subverted by the ideology of patriarchy during the 16th century Italian Renaissance. A pre-modern narrative for a post-modern world, Merici’s life was a prophetic impulse that has implications for our current familial, social and political structures, as well as for life within the Church and society today.

**Lorna Bowman** (Brescia University College) “Women’s higher education as a way of doing religious education”

In 1919 The Ursulines of Chatham founded Ursuline College, an affiliate of the University of Western Ontario. Today, known as Brescia University College, it maintains this affiliate status by virtue of its Catholic identity. The paper will examine: 1. The historical and religious context which gave rise to the Ursuline commitment to women’s education. (As a congregation of vowed women religious the Ursulines consider this commitment to be a concrete way of living out the gospel vision of their founder, Saint Angela Merici.) 2. The evolution of Brescia’s ongoing commitment to Catholic education, becoming Canada’s only university-level college for women. (On May 1, 2002, the College was incorporated as a not-for-profit corporation with responsibility for its governance now carried by a Council of Trustees.) 3. The religious, cultural and institutional context in which Brescia educates women today. 4. The manner in which values fostered by the Ursulines imbue the College curriculum making it an inclusive community where women may develop values, commitments and ways of knowing that will enable them to respond with wisdom, justice and compassion in changing times and circumstances. 5. The theological implications of women’s higher education at Brescia, a form of religious education.

Moderator: Lucinda Huffaker (Wabash Center)

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46. (Colloquium session)

**Kathy Dawson** (Union - PSCE) “Dietrich Bonhoeffer and Howard Gardner in the educational context of a local congregation”

Having recently completed work on a dissertation at Princeton Theological Seminary that brought together the writings of Dietrich Bonhoeffer and Howard Gardner in the educational context of a local congregation in South Boston, Massachusetts, I am ready to look at the implications of my research to the calling of religious educator in theological education. There is hope in Bonhoeffer’s ecclesiology and theological anthropology for a new way of viewing community in higher education. Within Gardner’s Multiple Intelligences Theory and educational reform, one finds a new way of viewing teaching and assessment. Both of these ideas hold much promise for the academic community as well as the local church.

**Bruce Roberts** (Christian Theological Seminary) & **Bob Reber** (Center for Leadership at Methodist Theological School in Ohio) "Nurturing vocation and leadership through peer group learning"

Report on experiments-in-progress involving congregational education and vitalization utilizing facilitated peer groups of clergy which develop three-year learning plans for continuing education including consultations, seminars, travel, and accountability for application of learning in ministry contexts.

Moderator: TBA

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## **SPECIAL THANK YOU TO TRAVEL FUND CONTRIBUTORS**

A very special thank you goes to the following persons who have generously given to the Travel Fund!! These persons invite you to join them with your gift to the Travel Fund.

Janet T. Arbesman, Jerome W. Berryman, Sherry H. Blumberg, Theodore Brelsford, Fernando A. Cascante, Margaret Ann Crain, Faustino Cruz, Iris V. Cully, Gloria Durka, Charles R. Foster, Peter Gilmour, Donald Griggs, Thomas H. Groome, Dwayne Huebner, Diane J. Hymans, José R. Irizarry, Paulette Isaac, Byron H. Jackson, Sara S. Lee, Laura B. Lewis, Cheryl T. Magrini, Berard L. Marthaler, Taylor McConnell, Charles F. Melchert, Gabriel Moran, Marie L. Murphy, Wenh-In Ng, Maureen R. O'Brien, Robert T. O'Gorman, Janet W. Parachin, Jack G. Priestley, Anabel C. Proffitt, Donald T. Russo, Stephen A. Schmidt, Ruby J. Schroeder, Jack L. Seymour, Yolanda Y. Smith, Sophia Steibel, Ralph R. Sundquist, Joseph A. Tarrillion, Anton C. Vrame, Sharon R. Warner, James R. Wilson, Anne E. Streaty Wimberly, and Catherine P. Zeph

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## **DATES FOR 2003 MEETING—CHICAGO NOVEMBER 7-9, 2003**

The 2003 meeting will take place in Chicago, November 7-9, 2003. This is a week later than our typical weekend in November so please make note of the change. APRRE will be meeting with the REA and share in the REA's centennial celebrations. The location will be the Holiday Inn Mart Plaza located in the downtown area. It promises to be a great meeting!!

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## **"Children, Youth, and Spirituality in a Troubled World"**

### **Association of Practical Theology at AAR/SBL**

Dear APRRE Colleagues,

I think that several of you will be interested in the announcement below. The Association of Practical Theology is sponsoring two sessions before AAR/SBL on November 22-23. The important theme--"Children, Youth, and Spirituality in a Troubled World"--and the strong papers will be of interest to many of you. Also, we are fortunate to be granted access to the powerful documentary interviews with young people in Israel and Palestine. We hope that you can participate.

Blessings, Mary Elizabeth Moore

**CHILDREN, YOUTH AND SPIRITUALITY IN A TROUBLED WORLD**

Toronto, Canada

Association of Practical Theology

22-23 November 2002

Join us in Toronto! The Association of Practical Theology will continue its thematic focus on -- Children, Youth and Spirituality in a Troubled World,-- building a conversation of practical theologians who care deeply about young people. Drawing from wisdom of the young and building on momentum from APT's biennial meeting (April 2002), we will probe questions with the depth of practical theology and the breadth of its various areas of emphasis.

Our pre-AAR sessions are doubled this year, made possible by the wealth of current research on children and youth and the special opportunity to hear voices of young people in the Middle East through the documentary, Promises. As always, the APT sessions are a time for mutual education and collaboration. Our mutual work on this important project may also yield a volume, to follow Beyond Violence, presently in the making with Chalice Press. We hope to generate practical theological discourse on critical topics, both through collegial sessions and through a more public written dialogue.

**APT FILM SESSION-----PROMISES**

Friday--22 November 2002

7:00-9:30 p.m.--The Westin Harbour Castle, Pier 9 Room

A screening of the award-winning documentary, Promises, which explores the lives of seven Israeli and Palestinian children living in Jerusalem. Through a series of interviews, these young people provide a powerful testimony to life and the hope for peace in the midst of conflict and war. The 90-minute feature will be followed by commentary and discussion.

Presiding:

Evelyn Parker (Southern Methodist University) and Gordon Mikoski (Emory University)

**APT COLLEGIAL SESSION-----CHILDREN, YOUTH AND SPIRITUALITY**

Saturday--23 November 2002

9:00-11:30 a.m.—The Westin Harbour Castle, Pier 9 Room

A panel exploration of contemporary research related to the lives and spiritual formation of children and youth. Participants will be invited to engage panelists in conversation about how concern for the welfare of children and youth informs and transforms practical theology.

Presiding: Bonnie Miller-McLemore (Vanderbilt Divinity School)

Panelists: Pamela Couture (Colgate Rochester Crozer Divinity School) and Joyce Mercer  
(San Francisco Theological Seminary)

Respondent: Karen-Marie Yust (Christian Theological Seminary)

Business Meeting: Bernard J. Lee, presiding (Loyola University)

For additional information, please contact Karen-Marie Yust ([kmyust@cts.edu](mailto:kmyust@cts.edu)) or Mary Elizabeth Moore ([maryem621@aol.com](mailto:maryem621@aol.com)).

### POSITION NOTICES (3)

A complete list of open searches may be found on the website. On August 23rd, 2002 the list was reviewed and searches that are no longer active or open were removed from the list. Searches still active include Boston University, Christian Theological Seminary, National Council of Churches and the following that are new since the last newsletter. A notice for Princeton Theological Seminary searches appears in the Summer 2002 edition of *Religious Education*.

**Emmanuel College of Victoria University** in the University of Toronto seeks a tenure-stream **Assistant Professor of Christian Education**. Emmanuel is the United Church of Canada college in the Toronto School of Theology, a federation of seven theological schools affiliated with the University of Toronto. The successful candidate for this position will nurture our M.R.E. program, spark the educational passion of our M.Div. students, and collaborate with T.S.T. colleagues in building a strong advanced degree program. Located in mid-town Toronto, Emmanuel offers the opportunity to live in a vibrant, multi-cultural city and to take advantage of the resources of the University of Toronto, which include graduate research in education at the University's Ontario Institute for Studies in Education. Emmanuel is committed to diversity and accordingly welcomes applications from members of the First Nations, visible minority groups, persons with disabilities, sexual minority groups and others who would represent enrichment of perspective in our community. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. A detailed position description is available by post or at [vicu.utoronto.ca/emmanuel](http://vicu.utoronto.ca/emmanuel). Applications, including cover letter, detailed c.v. and the names of three referees, should be sent to: Prof. Peter Wyatt, Principal, Emmanuel College, 75 Queen's Park Cres., Toronto M5S 1K7. Deadline for applications is October 31, 2002; the appointment is expected to take effect on July 1, 2003.

**Fordham University's** Graduate School of Religion and Religious Education in New York City announces an opening for the fulltime position of **Assistant or Associate Professor of Religious Education**. This will be a tenure-track teaching and research appointment with salary commensurate to rank and experience. Starting date: August 25, 2003.

#### Expected qualifications:

- completed PH.D. in religious education
- competency at all age levels of religious education
- high level of theological knowledge
- special interest and expertise in Peace/Justice Social Ministries
- early ability to teach exclusively graduate courses and mentor PH.D. dissertations

Prospective candidates are invited to submit a letter giving expression to professional interests, accompanied by a current curriculum vitae. At the time of application candidates should also have requested three references of their choosing to submit letters of recommendation. Materials should be addressed to Dean Vincent M. Novak, S.J., Graduate School of Religion and Religious Education, Fordham University, Keating Hall Rm. 307, 441 E. Fordham Road, Bronx, NY 10458. Applications will be closed Dec. 1, 2002, with announcement shortly after. Fordham is an equal opportunity employer.

The Department of Theological Studies in the Bellarmine College of Liberal Arts at **Loyola Marymount University** announces a tenure track faculty position at the Assistant or Associate Professor level beginning Fall Semester, 2003. The area of specialization is **Pastoral Theology** with expertise in Spiritual Direction and Pastoral Life or Ministry Formation. The position involves a strong commitment to both undergraduate and graduate education in a Catholic university marked by significant cultural diversity. Scholarly research and publication in the field of expertise are expected. Applicants should have extensive experience as a spiritual director, possess leadership experience in spiritual formation and a demonstrated commitment to the process of adult learning. A doctorate in an area directly related to the facilitation of spiritual development and/or ministry formation is required. Pastoral experience in a multicultural context is preferred.

The department offers Master of Arts degrees in Theology and Pastoral Theology, and a Bachelor of Arts in Theological Studies. Interested applicants are invited to send a curriculum vitae, a statement of teaching and research interests, three letters of recommendation and transcripts by October 1<sup>st</sup> to Dr. Michael P. Horan, Pastoral Theology Search Committee Chair, Department of Theological Studies, Loyola Marymount University, One LMU Drive, Los Angeles, CA 90045.

Loyola Marymount University, a Catholic university in the Jesuit and Marymount traditions, is an Affirmative Action/Equal Opportunity employer, and especially encourages women and minorities to apply.

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## CALL FOR SYLLABI

As the fall semester begins for many of us, syllabi are likely to be fresh on our minds. Please consider submitting your course syllabi to Randy Litchfield so they may be shared with colleagues through the APRRE website. A member username and password are required to access them. A few were submitted last year and remain available under the "APRRE Member Services" heading. This is a great opportunity to develop a resource site for our field and to support an area of conversation with colleagues.

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## GENERAL MEMBER NEWS AND UPDATES

**Hope Antone's** book Religious Education in Context of Plurality and Pluralism will be out soon.

**Lucinda Huffaker** became the Director of the Wabash Center in July of 2002.

Congratulations to **Barney and Joyce Kathan** on their 50th Wedding Anniversary!

**Boyung Lee**, has joined the faculty of Pacific School of Religion as Assistant Professor of Educational Ministries.

**Russ Moy's** article "Resident Aliens of the Diaspora: I Peter and Chinese Protestants in San Francisco" in the just published '02 Semeia 90-91 (p.49-65).

**Yolanda Smith** has been promoted from Visiting Assistant Professor of Christian Education to Assistant Professor of Christian Education at Yale University Divinity School, effective July 1, 2002.