



UNITARIAN
UNIVERSALIST
ASSOCIATION

Revised January

Report of the

Ministerial Education Commission

Submitted to:

THE BOARD OF TRUSTEES UNITARIAN UNIVERSALIST ASSOCIATION

January 26, 1974

Approved for distribution by:

THE BOARD OF TRUSTEES UNITARIAN UNIVERSALIST ASSOCIATION

January 26, 1974

February, 1974

TO MEMBERS & LEADERS OF UNITARIAN UNIVERSALIST CONGREGATIONS:

Last November a report of the Ministerial Education Commission was distributed.

In response to a wide range of suggestions and criticisms, the Commission presented a further report to the UUA Board last month. Since the latest report contains major revisions, it is being sent to you.

You are invited to send your reactions to the Commission for its consideration before it submits a final report for UUA Board action. Responses must be received by March 20, 1974 and should be sent to the Ministerial Education Commission, C/o Unitarian Universalist Association, 25 Beacon Street, Boston, Massachusetts 02108.

The UUA Board will act on the report at its April 26-28, 1974 meetings.

Sincerely yours,



Russell F. Benson
Secretary
Unitarian Universalist Association

REPORT OF THE MINISTERIAL EDUCATION COMMISSION

TO THE UUA BOARD OF TRUSTEES

Table of Contents

I	INTRODUCTION	Page 1
II	PROGRAMS	Page 6
	A. <u>For Those in Training</u>	Page 6
	1. Core Curriculum	
	2. Internships	
	B. <u>For Those in Service</u>	Page 10
	C. <u>For All</u>	Page 11
	1. Theological School	
	2. Summer Institutes	
III	THE INSTRUMENT	
	A. <u>The Council</u>	Page 12
	1. Responsibilities	
	B. <u>The Staff</u>	Page 13
	1. Title and Position	
	2. Responsibilities	
	C. <u>The Budget</u>	Page 14
IV	ACTION ITEMS	Page 15
	A. <u>For the October, 1973, meeting</u>	
	B. <u>For the April, 1974, meeting</u>	
	C. <u>For the November, 1974, meeting</u>	
V	CONCLUSION	Page 16

I INTRODUCTION

(Note: For purposes of this report "Ministerial Education" refers to the education of ministers, parish primarily, and directors of religious education.)

On January 29, 1972, the UUA Board of Trustees, upon the recommendation of President Robert West created the Ministerial Education Commission, to be composed of six members appointed by the Board, one of whom was to be a Board member, and gave to the Commission the following mandate:

- (1) to solicit money from various sources to support education for professional religious leadership;
- (2) to allocate money for that same purpose, following the criterion of improving the quality of education for our professional religious leadership.

The Commission also shall communicate annually to the UUA Administration its recommendations regarding the allocation of expenses contained in the UUA budget related to the support of education for professional religious leadership.

The Board then voted upon recommendation from the Committee on Committees that the following persons should comprise the Ministerial Education Commission: Robert Clarke, Robert Doss, Edna Griffin (UUA Board), Roberta Nelson, Carl Scovel (chairman) and Eleanor Vendig. Charles Gaines joined the Commission as a representative of the Ministerial Fellowship Committee in the fall of 1972.

Twenty-one months have passed since our initial appointment and now we bring to you our recommendations. In order for you to understand how we arrived at these recommendations we would like to review briefly with you the history of past Unitarian Universalist efforts at improving ministerial education as well as the work of our Commission.

Ours is the sixth commission or committee to tackle the problems of ministerial education since the founding of the UUA in 1961.

Our predecessors were:

1. The Taylor-Johnson Committee (January 1959-November 1962)
2. A follow-up liaison committee, chaired by Joseph Barth (February 1963-May 1964)
3. The Continuing Committee on Theological Education chaired by John Cyrus (June 1967-June 1969)
4. The UUA Special Committee on Education for Professional Religious Leadership (1969-1971)
5. The Commission on Education for Professional Religious Leadership chaired by Robert Clarke (Spring 1970-October 1971)

When we first met together as a Commission, we reviewed the work of our predecessors, in particular the work of the Johnson Committee and the Commission on Education for Religious Leadership. We then decided that we must find out what was happening in seminary education in our own denominational schools as well as in others.

We visited the three major UU-related schools (Harvard Divinity School (interdenominational), Meadville Theological School and Starr King) visiting classes and conferring with teachers, students, alumni, board members and administrators of each school. We interviewed the director and a student from the Stevens-Gesner project in New York City and visited the Internet experiment in theological education in Washington, D.C. We made comparative statistical studies on the kinds of curricula taught in the three major schools and on the cost to the Association for the graduates of each school and the records of the graduates. We also sent out questionnaires to find out why so many Unitarian Universalist seminarians went to non-UU schools to prepare for the ministry. As our work progressed we asked, "What kind of ministers do we need?" In our March Report to the UUA Board we answered that, "We need ministers who are intellectually strong, professionally able, personally integrated and religiously aware."

We pointed out at that time that "A minister must be intellectually conversant with and reflective upon the religious experience of the human race as it is reflected in history, theology, scriptures and world religions as well as in the social sciences, literature and ethics. A minister must possess and use the professional skills of counselling, preaching, administration, teaching and leadership in worship. A minister must be personally integrated so that his or her work is not impeded or destroyed by personal problems. Finally, a minister must be a religious person whose own experience is rich and reflective. Only out of a person's own experience can he or she mediate the tradition, employ the professional skills and make the person part of the ministry."

Because so many of our students study at non-UU schools and because no school can do the complete job of lifelong ministerial education, we came to realize as a Commission that we could not make isolated recommendations to the UUA regarding specific schools. Any recommendations we made would have to come out of an overall plan which defined the UUA's responsibility for assisting all of its students in all schools, UU and other.

We also began to be aware of the great need for continued education among those already serving within the ranks of our ministry. A questionnaire sent out revealed to us a strongly sensed need among our ministers and religious education directors for more time and for financial support in continuing their professional education. Many of these ministers and religious education directors have been seeking out educational experiences at their own expense. The Commission began to see education not simply as preparation for ministry but as the minister's continued effort to refresh and re-inform him or herself for continued service.

What we then began to envision and are now working toward is a whole plan of education both for those in training and for those in service. What we have tried to describe is an organizational instrument which can make such a plan actually work in our association of churches and fellowships. The recommendations in this report are intended to implement the direction and the shape of this education.

Before presenting recommendations for plan and direction we wish to state several observations and insights which informed our thinking as we moved toward the solutions we wish to offer.

1. We believe that a professional is a person who relates a body of knowledge to a practice of helping people. He or she must be solidly grounded in knowledge as well as carefully skilled in practice. In our research we found some schools which were failing to give adequate academic preparation, and we found no school that was giving what we believed were the only viable models of practical training. By its nature the academic community will, and should, emphasize the academic. Therefore the UUA must assume some responsibility for providing an internship experience of intense involvement. Good education unites theory and practice in the work of the professional. Encouragement of and opportunities for personal growth of seminarians, accreditation candidates, ministers, and religious education directors should also be a part of the school life and of UUA programs as well.
2. Education is a lifelong process. Pre-professional education acquaints the student with the scope of the traditional disciplines and of some non-traditional disciplines. Such education gives the student a map of the intellectual territory. But the journey continues for all of one's professional life. Only the minister who continues to read, think, reflect, meditate, converse and write in increasing depth can find that personal refreshment and intellectual insight to continue his or her work effectively. Education is therefore always continuing education.
3. Pluralism, flexibility and creativity occur when persons from different religious perspectives gather as equals and can only enhance the educational process for our religious leaders. All schools should be encouraged to see that students have learning experiences across faith lines.

We found that the number of our seminarians studying at non-Unitarian Universalist schools of religion has increased from 15% of the total in 1969 to 43% of the total in the fall of 1973. According to their answers to a questionnaire which we sent out in the spring of 1973, they chose these schools because of 1. their intellectual or professional reputation, 2. their locale or 3. financial reasons (low tuitions, good scholarships, a job). Three quarters of our respondents made their decision without any reference to our "big three." Nor

are these seminarians necessarily theoretical liberals. One half of them were raised in UU homes. Another half became UU in college. Most of them are preparing for the parish ministry. This shift shows that it is more possible than it was five or ten years ago for a Unitarian Universalist to learn and grow in a more traditional school. Many schools are more flexible today and "mainstream Christianity" itself is more open.

4. The UUA is responsible for ensuring that all the candidates for its several ministries (mainly parish and religious education) obtain the kind of training which they need to begin their work as professionals and to continue that kind of education which will enable them to function effectively in the congregations of our Association. This means four things.
 - a. The UUA through its Ministerial Fellowship Committee and the R.E. Accreditation Committee sets and maintains standards for Preliminary Fellowship and R.E. Accreditation, advising its candidates of how to fulfill the requirements.
 - b. The UUA through a council and director (to be described in Section III) may supplement a candidate's education with certain programs to be carried out by the UUA.
 - c. The UUA through the same council and director should encourage and assist the ministers and religious education directors serving congregations in continuing their education for the duration of their professional lives.
 - d. The UUA through this council should spend its educational dollars as wisely as possible to attain the above objectives.
5. The UUA has created six ministerial education commissions or committees in the twelve years of its existence. This has happened because responsibility for ministerial education has not been clearly defined and built into the existing UUA structure. The fact that new committees were continually appointed and could not meet the ongoing and changing needs for ministerial education only shows that this responsibility cannot be avoided. Money must be apportioned, new directions must be ventured, old ones re-evaluated, and someone must make and implement these decisions.
6. We would consider our work a success if all we achieved was to be the last in the series of commissions and committees on ministerial education. Because we believe the UUA's paramount need is for a single responsible permanent instrument with the power to make and implement decisions affecting ministerial education, we have not fulfilled the letter of our charge: the solicitation and allocation of monies to improve ministerial education. Rather than attempt this we felt that we could best serve the Association by: 1. learning what was needed in the area of ministerial education, 2. devising a program to

meet these needs, and 3. recommending the creation of a single, responsible, permanent body (comprised of a council and a staff) which had the mandate and the power to implement this program. For this reason we shall recommend in Section III of this report the creation of a UUA Ministerial Education Council and a staff position, a Director of Ministerial Education, who together will discharge the responsibilities for both in-training and in-service ministerial education. Such a Council and Director would be a permanent part of the UUA structure with authority to raise monies and to decide how the monies should be spent on scholarships and programs.

We shall define the roles and responsibilities of this Council and Director in more detail in Section III. In the next section we would like to recommend the kind of educational program which would meet these educational needs and which the Council and Director would administer.

II PROGRAMS

A. For Those in Training

1. Core Curriculum
2. Internships

B. For Those in Service: Continuing Education

C. For All

1. Theological School Programs and Institutes
2. Summer Institutes

A. For Those in Training (to become ministers or d.r.e.'s)

1. Required Training

- a. The Ministerial Fellowship Committee requires each candidate prior to graduation from a theological school to have completed formal studies or satisfactory independent study in the following areas: in Academic Background-Scripture, church history, theology-philosophy, world religions, Unitarian Universalist history, social theory; in Professional Background-speaking and preaching, administration, worship, counselling and ministry to individuals (Clinical Pastoral Education is strongly urged for all students and may be required of some) field work or internship, group theory and practice.
- b. The Religious Education Accreditation Committee expects their candidates to have professional competence in the following areas: Education-history and philosophy, theories of learning, methods of teaching, administration, counselling; Social Interaction Skills - public speaking, writing, group process; Religion-tradition of liberal church, comparative religion, history, worship, theology; Liberal Religious Education-history and philosophy, curriculum. The R.E. Accreditation Committee also expects the candidates to have the knowledge of a liberally educated person in the following areas: Humanities-history, philosophy, art, literature, drama; Sciences-physical, social, biological, psychological; experience - two years as the administrator of a Unitarian Universalist religious education program, plus teaching experience.
- c. In addition to the above named courses we view the following as highly desirable, if not essential for all candidates:
 1. The practice of spiritual discipline
 2. The literature of religious experience

3. The doing and being of music in church
4. Liturgy and the shape of space (church architecture)
5. The Minister as Person: The task of maintaining one's physical, mental and spiritual health, growing as a person, continuing one's education, living one's faith
6. Community action
7. Personal development

These courses which deal with the practice of ministry should be grounded in the theological and historical issues which are raised and discussed in the academic courses. They are in no way opposed to theory but rather based upon it.

- d. We are particularly anxious that all our seminarians and accreditation candidates get thorough courses in Unitarian and Universalist history. We would also like to see courses in Unitarian Universalist theology which would acquaint our students both with how our forefathers believed and reasoned in relation to the main culture, and with the present assumptions of UU faith positions. We believe it is also important for our students to study Unitarian Universalist polity so that they may clearly understand the precedents and assumptions which operate behind congregational polity and in an association of churches such as ours. These three courses in UU history, theology and polity, we hope, would help our students develop some sense of their historical and present identity as religious liberals.

The Ministerial Fellowship Committee and the R.E. Accreditation Committee have the power to decide what in the last analysis shall be required of students preparing for our ministries. It is our hope that the newly created Council on Ministerial Education would be able to work with the MFC and REAC in evaluating and implementing the academic standards expected of our students.

2. Internships

While the seminary may be well designed to offer courses, seminars and tutorials in both academic and practical areas, we are convinced that the best professional training is an intensive personal experience under a qualified supervisor in a local Unitarian Universalist parish setting. Such an experience could provide the student both with a better idea of what ministry means and with a framework for his or her continued study. The idea of an internship is, after all, not particularly new or radical. Medical students learn the practice of medicine in hospitals, not in lecture halls. Law students learn the practice of law

in law firms, and teachers learn to teach by practice teaching. It seems only logical that those preparing for the ministry should learn the skills and roles of their profession in the setting of a living church. The Religious Education Accreditation Committee has for some time strongly recommended that those who seek accreditation as R.E. directors work with an already accredited director in a brief internship in a parish setting.

An internship program seems important for other reasons as well. Most young ministers who fail do so not in intellectual competence but in the practice of their ministry. An internship program might give them a better idea of their own strengths and weaknesses and a more realistic expectation of what church life and work is all about. Furthermore, many of our students, now preparing in non-UU seminaries, need to work in a UU church to gain a better idea of what our unique ministry and church practice is like. We must add that none of the field work/internship programs run by the three UU schools provides the kind of supervision of the supervisors, or receives the kind of emphasis in the curriculum that makes it a significant training program. Meadville/Lombard Theological School carried on an internship program for several years supervised by the school and funded by a separate foundation grant. Many of the graduates whom we interviewed reported that this was an extremely valuable experience.

But, as the Meadville experience also indicates and as our own common sense would tell us, there is nothing simple or automatically good about an internship program. The students require financial support during this time; their lives are to some degree unsettled. The church and the minister must take seriously their obligation to teach the intern. And, above all, the supervising minister must him or herself be supervised. But the long term benefits would, we believe, be worth the cost. The Commission feels that the UUA should assume the responsibility for an internship program for men and women preparing for our parish ministries. Such a program together with the present R.E. accreditation program would be coordinated under the new Director of Ministerial Education and the Council on Ministerial Education.

Such a program would be available to those seminarians who elected it and those of whom the Ministerial Fellowship Committee required it. It would be a ten month program and would come after at least a year of academic study. The Director of Ministerial Education would ultimately be responsible for placing interns either in one church or, possibly in a cluster of churches, after consulting with the student's theological school and with the Ministerial Fellowship Committee if they had required an internship. The Director would be responsible for consulting with the student and supervising the minister and concerned laity in the church during the internship.

A church would be picked for an internship, we hope, not on the basis of its size or budget but on its potential as a learning community. The student and church would sign a learning contract. The church would commit itself to teaching the student in return for the services which he would perform in the course of his learning. The church and supervisor would commit themselves to continually evaluating and reporting their feedback to the student. At the end of the internship the student, minister, D.R.E. and concerned church leaders would evaluate the experience and report to the Director of Ministerial Education.

Here is a sample of what an intern might be expected to do in an internship situation; preach; teach under the supervision of an accredited D.R.E., if possible; meet with church committees; call on newcomers, the sick and the elderly; learn to perform and interpret the rites of passage; learn something about church music from the church organist or choir director; and learn how a fund-raising campaign does (or doesn't) work. He or she should be given a broad exposure to many facets of church leadership. There is no reason why a student might not take one course per semester in a nearby seminary related to the practice of ministry, such as educational theory, preaching, case study or counselling.

Evaluation of a student's internship experience by the student, the supervisor and the Internship Committee of the local parish would be made available to the Supervisor of Ministerial Education, to the theological school and to the Ministerial Fellowship Committee, or the Religious Education Director's Accreditation Committee.

Provision for granting course credit for the internship program would be encouraged at each seminary where UU students are enrolled. All students would be brought together following their internship experience so that the diversity of their experiences could be shared with each other and reflected upon with a group of the supervisors, denominational officials and selected UU ministers and lay people in our movement.

The UUA would provide a stipend based upon each student's need, and pay for travel costs from his or her seminary residence to the internship situation plus other seminar or conference costs. Participating churches would be encouraged to contribute a portion or all of the expenses involved in the program to the UUA, but the criteria for accrediting an internship project would be based on the ability to meet the requirements for supervision rather than the ability to finance the project.

The Commission feels that it is both logical and expedient for the UUA to assume the responsibility for the internship experience. This responsibility can be fulfilled only through providing adequate coordination, communication with students and supervisors, and funding. We estimate the cost of the program, to begin in the fall of 1975, excluding the UUA staff and Council expenses, to be:

stipend for interns (average \$500 per month) for ten months for fifteen students a year	\$75,000
travel for interns	2,000
conferences for supervisors (East & West coast)	2,500
Center conferences for interns and staff	<u>6,000</u>
TOTAL COST	\$85,500
Estimated reimbursement from churches (A minimum of \$1,500 per church per year - 15 churches)	22,500
Cost to the UUA	63,000
Cost to the UUA per student	4,200

(Figures do not include current R.E. "inservice" program, which is currently funded.)

B. Continuing Education for Those in Service

The UUA is responsible for encouraging and assisting its professional leadership to obtain the kind of education experiences which will enable them to continue to function effectively. We envision three kinds of educational experiences:

1. Those which teach and sharpen professional skills such as speaking, counselling, administering the work of the church or leading groups.
2. Those which nourish intellectual and spiritual growth.
3. Those which provide personal refreshment and rediscovery such as sensitivity and group process, retreats and workshops.

Our continuing education program should be as flexible as possible. At different stages in their personal development or professional life different ministers and R.E. directors will need different educational experiences. In the last analysis they themselves are the best judge of what they need. But the UUA can assist our leaders in gaining the experiences that they need. The UUA should through the Ministerial Education Commission and the Director of Ministerial Education facilitate and support continuing education in three ways.

1. Encourage local societies to provide in the minister's and d.r.e.'s schedule of duties time for him or her to procure continuing education. Both sabbatical leave provisions and annual educational experiences should be written into the minister's or d.r.e.'s contract with his or her society.
2. The UUA can provide funds for continuing education. Scholarships, travel money and/or funds for pulpit supply or temporary replacement could be made available to those who submit an acceptable proposal to the Council and Director.
3. The UUA through the Director of Ministerial Education should provide information to its ministers on what is available in the way of continuing education. Our inquiries into this field have shown us that there are an immense number of different programs available. Many seminaries have their own continuing education programs and summer institutes, as do most universities. Many centers around the country specialize in continuing education for ministers and d.r.e.s in growth and sensitivity workshops, and clinical pastoral training programs. Other opportunities for continuing education may be found through minister's institutes, UUMA chapter meetings, interdenominational professional organizations, and even through correspondence courses.

The Director of Ministerial Education should be available not only to inform but also to counsel ministers and d.r.e.s on the kinds of educational experiences which they may need at any given point in their lives and career.

Continuing education cannot be considered a luxury in our Association. The growth, stability and morale of our professional leaders are at stake. The UUA must support these leaders in their search for increased competence. For this reason the Commission believes that continuing education is as important as seminary education and that, in fact, seminary education is the beginning of one's continuing education. We strongly recommend that continuing education become an increasing funding priority in the years ahead.

C. For All

1. Theological School Programs and Regional Institutes

This program would bring Unitarian Universalist ministers, d.r.e.s or professors to teach courses on Unitarian Universalist history, theology and polity, and in religious education theory and practice at seminaries or regional institutes, making these courses available to those who might not otherwise have them. Students, ministers, d.r.e.s and interested lay persons in the area would be invited to participate. Such courses could be publicized through UUA channels and local congregations.

The Ministerial Education Council would provide funds for the salary, travel and living expenses of those conducting the courses. The Director of Ministerial Education, theological schools, UUA district organizations, local congregations and students would be invited to submit proposals for these institutes.

It is important to say here that theological schools themselves may receive funding, not only for specific programs for which proposals have been submitted to and approved by the Ministerial Education Council, but also for direct grants to them as institutions.

2. Summer Institutes

A special supplemental summer institute for seminarians and accreditation candidates should be held. Seminarians who have recently completed their internships, and accreditation candidates who have completed their in-service training, would be gathered to share their experiences and together with interested ministers and d.r.e.s take special courses in UU history, theology and polity, and religious education theory and practice, if these have not been previously undertaken either at their school or in their region. The summer institute could be a gathering and learning experience for lay as well as for professional leaders of our societies.

III. THE INSTRUMENT FOR ACHIEVING THIS PROGRAM

A. The Council

B. The Director

C. The Budget

A. The Council on Ministerial Education

1. Responsibilities

- a. The Council shall be responsible for securing monies from the UUA budget as well as special funds from sources such as foundations, districts and congregations for the several purposes of ministerial education.
- b. The Council shall be responsible for deciding how the monies raised and designated for ministerial education shall be spent, that is, for deciding how much will go for scholarships, for seminary and accreditation programs (in both UU and non-UU schools), for internships, for continuing education scholarships and for supporting and administering other UUA supplementary programs, such as the roving chair, the summer institute, and, eventually, the center.

- c. The Council will be responsible for evaluating the existing programs of ministerial education so that the Association's money is spent wisely and effectively.
- d. The Council will be responsible for exploring new ventures in ministerial education.
- e. The Council will advise the Director as to which tasks deserve priority.
- f. Recognizing that the Ministerial Fellowship Committee and the R.E. Accreditation Committee have final responsibility for establishing and maintaining standards for candidates, the Council shall be guided by those respective Committees regarding academic and professional standards.
- g. The Council will make a full report to the UUA Board of Trustees at least once a year.

2. Membership in the Council

- a. It shall be made up of nine members appointed by the UUA Board. Five of these shall be appointed members from the UUMA, LREDA, the UUA Board, the Ministerial Fellowship Committee and the R.E. Accreditation Committees.
- b. The Executive Secretaries of the Ministerial Fellowship Committee and the R.E. Accreditation Committees, as well as the Director of Ministerial Education shall sit ex-officio with the MEC.

B. The Staff

- 1. The Director of Ministerial Education shall be a member of the UUA staff, an Associate Director in the Department of the Ministry. The Director shall be appointed in consultation with and with the concurrence of the Directors of the departments of Ministry and Education, and of the Ministerial Education Council.
- 2. The Director shall have the following responsibilities.
 - a. For ministerial candidates:
 - 1) Recruitment
 - 2) Supervising the scholarship/loan program
(including scholarships for accreditation candidates)

- 3) Acting as the liaison between the UUA and the theological schools
 - 4) Administering the internship program
 - 5) Administering the special supplementary programs (such as the regional and summer institutes, and theological school programs)
- b. For ministers and religious education directors:
- 1) Providing information on available programs of continuing education
 - 2) Providing guidance to those trying to evolve personal plans for continuing education
 - 3) Administering a scholarship program for continuing education
- c. For all, including lay leaders:
- 1) Administering a summer institute
- d. The Director shall assist the Council for securing from the UUA and other sources the monies needed to support ministerial education.
- e. The Director shall act as the Executive Secretary of the Ministerial Education Council and shall work with the Ministerial Fellowship Committee and the Accreditation Committee in making policy decisions.

C. The Proposed Budget for 1974-1975

Income

UUA Annual Budget	\$68,500
UUA Restricted Funds (for scholarships)	10,000
Individual Societies (for scholarships)	4,000
St. Lawrence Foundation	39,500
Other sources	<u>78,000</u>
	\$200,000

Expenditures

Staff - Director, Secretary, Travel and Office Expense - Sept. 1, 1974 to June 30, 1975	30,000
Scholarships for Seminarians and Accreditation Candidates	52,000
Scholarships for Continuing Education	23,000
Theological School Programs and Institutes	43,000
Starr King School for Religious Leadership (Recommend also for the Fiscal year 75-76)	42,000
Religious Education Accreditation Program	<u>10,000</u>
	\$200,000

IV. ACTION ITEMS

As amended by UUA Board at October 27, 1973 meeting and approved by Ministerial Education Commission during November 1 conference call.

A. For the October, 1973, Meeting of the UUA Board

We recommend that the UUA Board receive, duplicate and send out this report to all ministers, directors of religious education, seminarians, candidates for religious education accreditation, the chairpersons of the societies of the Association and any other interested persons, and invite discussion and feedback on this report to be sent to the Ministerial Education Commission via the UUA office by March 20, 1974.

B. For the April, 1974, Meeting of the UUA Board

1. We recommend that the UUA Board adopt the October, 1973, Report of the Ministerial Education Commission, with such amendments as may be added by the Commission.
2. We recommend that the UUA commence a search for the Director of Ministerial Education whose duties are described in III, Section B., of the October, 1973 Report of the Ministerial Education Commission, said Director to take office on September 1, of 1974.
3. That the UUA Board approve the 1974-1975 budget proposed for the new Ministerial Education Council as described in III, Section C., of the October, 1973, Report of the Ministerial Education Commission.
4. That the Board establish program directives for the new Ministerial Education Council. The Ministerial Education Commission will suggest possible directives at this meeting following feedback from the ministers and societies of the UUA.
5. We recommend that the scholarship committee be terminated and its responsibilities turned over to the Ministerial Education Council.
6. We recommend that the UUA Board at this meeting dissolve the present Ministerial Education Commission and appoint a Ministerial Education Council as a permanent standing committee of the Board to take office on May 1, 1974, with the responsibilities and membership as described in III, Section 1, of the October, 1973, Report of the Ministerial Education Commission.

C. For the November, 1974, Meeting of the UUA Board

We recommend that the UUA create a special committee on education for professional religious leadership with representatives from the Accreditation Committee, the Fellowship Committee and the Council but with equal representation from the ministerial and religious education professions to explore the possibility of merging functions of educa-

tion and accreditation for professional religious leadership at whatever levels seem feasible, this committee to report back to the UUA Board no later than 1977.

V. CONCLUSION

We believe that the most important thing we can do is to enable the UUA to take clearly defined responsibility for carefully and creatively administering the monies to be spent on ministerial education. We have articulated three new aspects of this responsibility:

1. the creation of a single, permanent, responsible instrument, the Ministerial Education Council, with a Director of Ministerial Education;
2. the supplementing of seminary education with internships, regional institutes, summer institutes and special theological school programs;
3. the encouraging and assisting of our ministers and directors of religious education in getting the kind of continuing education they need.

We believe that if our movement is to receive the renewal which it needs at this time, such renewal will come from those who practice the ministry that has grown out of study, reflection and personal growth, who are sure of their own and their denominational identity, and who are open to the future because they are sure of their past. If we, as a Commission, have in any way helped our ministry toward such a realization, we would count our time upon this cause well spent.

Robert Clarke
Robert Doss
Charles Gaines
Edna Griffin
Robert Nelson
Carl Scovel, Chairman
Eleanor Vendig