



***AN INTRODUCTORY COURSE***  
***on the***  
***United Reformed Church***

***worship, structure,***  
***history, ministry***

**for those training as**  
**Elders, Lay Preachers, Local Leaders,**  
**Ministers of Word and Sacraments**  
**and Church Related Community Workers**

*April 2016*

## Contents

The course material is available in three documents, including this one, distributed as three computer files. These documents may be bound together or used separately.

*In this document:*

<b>Introduction</b>	<b>2</b>
<b>Part One: Worship in the United Reformed Church</b>	<b>5</b>
<b>Part Two: The Structure and Organisation of the United Reformed Church</b>	<b>8</b>
<b>Part Three: The history of the United Reformed Church</b>	<b>10</b>
<b>Part Four: Your ministry in the United Reformed Church</b>	<b>12</b>
<b>Appendix One: Study Skills</b>	<b>14</b>
<b>Appendix Two: Further Resources</b>	<b>16</b>
<b>Appendix Three: Tutor Guide</b>	<b>18</b>

*In accompanying documents:*

<b>A Brief History of the United Reformed Church</b>	<b>1-17</b>
<b>Thinking about Patterns of Ministry</b>	<b>1-22</b>

### **Acknowledgements**

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## **Introduction**

### **Aims**

This course aims to:

Explore the culture and heritage of the United Reformed Church

Build on your existing knowledge and understanding of its worship, structure, organisation and history

Help you understand the traditions of the church for whose ministry you are preparing

Help you to clarify your thoughts about ministry in the URC

Whet your appetite for further study

### **Participants**

This course is designed for:

- A those who have been accepted for training for Stipendiary or Non-Stipendiary ministry
- B those who have been accepted for training as Church Related Community Workers
- C those applying for national accreditation as URC Lay Preachers who have completed a course of training recognised by the URC Training Committee, but which is not Training for Learning and Serving (for example, those who have completed the Methodist Faith and Worship Course, a Reader's Course for a Church of England Diocese or an Ecumenical Course such as the Milton Keynes Course)
- D Local Leaders
- E Members, Elders, and any group in the church which wishes to find out more about the United Reformed Church.

### **Method**

To gain the desired value from this course you will need to work carefully on the material for each Part on your own, and then go through your work with someone as a tutor who has considerable experience of the United Reformed Church. This is particularly true if you wish to gain accreditation in any of the above areas. The tutoring could be done individually or in a small group. Notes for tutors are given in Appendix 3.

For people in categories A and B above, the Synod Training Officer would normally be the tutor or would arrange the tutoring. For others the local church would arrange a tutor, perhaps in consultation with the Synod Training Officer.

## Areas to be covered

Material in the following areas are provided by this course. For people in categories A and B above it is a requirement to do all Parts of this course including Appendix 1. People in the other categories are recommended to study at least Parts One to Three and may find the rest helpful too.

### Appendix 1 ***Study Skills***

You are bringing your past experience of study. Whether you have studied much or comparatively little in the recent past, you may benefit from spending some time thinking about study skills and self-management techniques which can help you to get the most from this course and from the varied opportunities for learning which lie ahead. If you are going to use this Appendix, it is best to do so first so you can use the skills in the rest of this course and as practice for what you may do later.

### Part One ***Worship in the United Reformed Church***

This looks carefully at worship in the United Reformed Church, and at the resources provided by the denomination which describe or shape its worship.

### Part Two ***The Structure and Organisation of the United Reformed Church***

This encourages you to explore the way in which the United Reformed Church functions as a denomination.

### Part Three ***The History of the United Reformed Church***

The United Reformed Church has a long and significant history as part of the whole church. Here is a chance for you to deepen your understanding of how we got to where we are now.

### Part Four ***Your ministry in the United Reformed Church***

You are bringing yourself, your past, your present and your hopes for the future (your own and that of the church) into your period of training and education for ministry. This is an opportunity to reflect on your sense of vocation in relation to the ministry the church requires.

## Timetable

If you are doing the whole course it will probably take you at least three months, but you may be doing less as mentioned above. You can go through it at a pace which suits you/your group and your tutor, and if you have plenty of time you can do more reading than is required simply for the satisfactory completion of the course. Whether time is tight or relaxed, you will need to pace yourself carefully. Agree a timetable for the course with your tutor and try to stick with it. A suggested outline schedule covering the whole course is given overleaf, and this can be adapted. Each tutorial may take about 1½ hours (or longer if there is a group of students).

People doing this course after acceptance for ordinand or CRCW training will also have a residential weekend to attend on “The Ethos and History of the United Reformed Church.” This weekend will particularly help with the assignment for Part Three, so plan if possible to do your reading for Part Three before the weekend, and to write the assignment after the weekend. (Lay Preachers and Local Leaders may also attend the week-end if their Synod Training Officer arranges it, and if there is sufficient space.) Part Four is preferably done last, but could be done before Part Three if you or your tutor anticipate having other commitments later in the summer.

## Schedule

This is a suggested outline to complete the whole course and it can be adapted as suggested in this Introduction. Tutorial dates are to be agreed between participant(s) and tutor to fit in with other commitments and the length of time available.

Home study	Tutorial date	Tutorial
Read Introduction and Appendix One: Study Skills Get “The Good Study Guide” Identify chapters to study / not study		Talk over any concerns from home study Agree on chapters of “The Good Study Guide” to read Plan dates for the rest of the tutorials Check on resources for Part One
Read “The Good Study Guide” chapters as agreed		Reflect on what has been learnt from the book Discuss any disagreements with the book Check resources for Part Two Discuss assignments for Part One
Do Part One: Worship in the URC		Go through answers of Part One, especially answers 3, 6, 7 Check on resources for Part Three Discuss assignments for Part Two
Do Part Two: The Structure and Organisation of the URC		Go through answers of Part Two Discuss assignment for Part Three Check on resources for Part Four
Part Three: read ‘A Brief History of the United Reformed Church’ and related books <i>Go on Course Weekend</i> Write assignment, post to tutor		Go through comments on assignment Decide whether Part Four is necessary for each student. Discuss the structure of the assignment for Part Four
Do Part Four: Your ministry in the URC Write essay, post to tutor		Go through comments on essay

## Part One: Worship in the United Reformed Church

### Resources:

- *Rejoice and Sing* (full music) (out of print, but readily available secondhand) Oxford University Press (1991), ISBN 0 19 146912 2
- *Worship: from the United Reformed Church Part One* The United Reformed Church (2003), ISBN 0 85346 219 4 Downloadable free in PDF format from <http://www.urc.org.uk/worship-resources.html>
- David Jenkins, *The 'Rejoice and Sing' Tour Book* (out of print) The United Reformed Church (1995), ISBN 0 85346 146 5
- *Common Worship: Holy Communion Order One Booklet* (readily available cheaply from online suppliers) The Church of England (2000), ISBN 0715120239
- Howard L Rice and James C Huffstutler, *Reformed Worship* Geneva Press, Louisville Kentucky (2001), ISBN 0 664 50147 8
- Stephen Burns, *Liturgy* (SCM Studyguide), 2006, ISBN (978)0 334 04013 2
- Julian Templeton & Keith Riglin (eds.), *Reforming Worship: English Reformed Principles and Practice* (2012), WIPF and STOCK, Eugene, Oregon, ISBN 978-1-61097-320-5. Specifically concerns URC/English Reformed worship; essays by different authors on various aspects of worship.
- Duncan B Forrester, *Living and Loving the Mystery: Exploring Christian Worship*, St. Andrew Press, Edinburgh (2010), ISBN 978-0-7152-0911-0. Author from a Church of Scotland background. Useful guide for those who have done little study of or training in worship.

The following Grove Booklets give useful perspectives on worship, usually from Anglican authors, from [www.grovebooks.co.uk](http://www.grovebooks.co.uk) about £3.95

- Colin Buchanan & Charles Read, *The Eucharistic Prayers of Order One* Grove Worship No.158 (2000) - about *Common Worship* eucharistic prayers –if possible, read in conjunction with Kennedy & Tovey, *below*
- David Kennedy & Phillip Tovey, *Methodist and United Reformed Church Worship: Baptism and Communion in two 'Free' Churches*, Grove Worship No.120 (1992) – about the URC Service Book 1989 (out of print)
- Charles Read & Phillip Tovey, *Baptism and Communion in the United Reformed Church*, Grove Worship No.188 (2006) - two Anglicans writing about *Worship from the United Reformed Church 2003*
- Charles Read, *How to Preside at Holy Communion* (Grove Worship Series 214). Whilst written from a mainly Anglican perspective, it highlights significant aspects of communion liturgy that should assist with assignment 3.
- Jeremy Fletcher, *Communion in 'Common Worship': The Shape of Orders One and Two*, Grove Worship No.159 (2000)
- Mark Earey, *How to Choose Songs and Hymns for Worship* (Grove Worship Series 201 (2009). Usefully summarises the role played by songs and hymns in different traditions and insights.

Communion liturgies used by Anglican churches in Scotland and Wales are available free online (or to buy in hard copy) from the following web-sites:

<http://www.scotland.anglican.org/who-we-are/publications/liturgies/>

<http://www.churchinwales.org.uk/publications/downloads/>

## Assignments

1. Make careful notes about the order of service in your own church on one particular 'normal' Sunday. Consider the overall structure of the service and its possible theological significance. Ask yourself what is happening in each period of prayer – are you confessing your sin, giving thanks, praying for yourself, praying for others, praising God...? How does the placing of the hymns relate to the prayers? How is everything else in the service related to the scripture readings? What was the main point of the sermon, and how did it relate to the scriptures? What was good and why? What was not so good, and why?
2. Look at page 83 of *Worship: from the United Reformed Church*. How does the pattern suggested here relate to the pattern you have described in section 1? List the similarities and differences.
3. In *Worship: from the United Reformed Church* read the Forward, Introduction to the Communion Orders, the outline of the four communion services on pages 1, 17, 29, and 39, and the whole of the Fourth Order on pages 40 – 53. Choose the *Book of Common Prayer* or *Common Worship (Standard Edition, 2000)* of the Church of England and compare the services in the URC book with the communion service in the Anglican book. Students in Scotland or Wales may wish to make comparisons with the Anglican liturgy currently in use in their nation (see Resources above). Use half a side of A4 to note a few major differences of structure and content: then choose one of these areas and write one-and-a-half sides on the theological contrasts represented. The following are some suggestions:

Look at what the minister says to the congregation after the prayer of confession and discuss the different theologies of forgiveness.

Look at what happens at the beginning of worship and discuss differences in the way God is initially approached.

Look at the positioning of the words of institution (c.f. "The Narrative of the Institution of the Lord's Supper": URC Fourth Order, para.20). Where are these words (or equivalents) used in the respective URC and Anglican services and what issues might be at stake in the different positionings?

What items were included in the Anglican service that were omitted from the URC service (and *vice versa*)?

How do the different traditions deal with the uncovering of or bringing of elements to the communion table?

What strike you as the most significant similarities and differences?

4. Browse through *Rejoice and Sing*. Read the Preface (pp. vii-x) and General Notes (p. 3). Familiarise yourself with the structure of the book by reading the Contents pages carefully. Look at the various indexes at the back. *Rejoice and Sing* arranges hymns and songs thematically whereas other collections (e.g. *Mission Praise, Songs and Hymns of Fellowship*) arranges them alphabetically. Compare *Rejoice and Sing's* thematic approach with the alphabetical approach of another hymn/song book of your choice: what are the advantages and disadvantages of each approach?
5. Write one side of A4 on the place of hymns and songs in URC worship
6. Submit your written material for assignments (3) and (5) to your tutor (what the tutor specifies will depend on your tutorial arrangements). Discuss what you have written and what you have learned with your tutor. Explore with her/him anything that has surprised or especially interested you in your explorations of *Rejoice and Sing* and *Worship: from the United Reformed Church*.

## Part Two: The Structure and Organisation of the United Reformed Church

### Resources:

*The Manual* (current edition, The United Reformed Church), is available online at <http://www.urc.org.uk/the-urc-manual.html>

but note that *The Manual* has not been fully revised since the major structural changes, notably the abolition of District Councils, made in 2007

*Annual Reports, Resolutions and Papers:*

<http://www.urc.org.uk/general-assembly/1158-general-assembly-archive.html>

*Reports, Minutes, Policy papers from your Synod on internal structures within Synods* (if available, now that there is only one level of council between the local church and General Assembly)

*Church Meeting* (or nearest equivalent) *Minutes* (for your own church)

*Elders Meeting Minutes* (if you have access to them)

*Area Council Minutes* (if your church is part of an ecumenical United Area)

*Synod Minutes* (recent)

### Assignments

Unless your tutor (or the rubric below) advises otherwise, write assignments on all of 1 – 4, and prepare appropriately for discussion of the topics referred to in 5.

1. “The things I hold dear about the United Reformed Church are: ...”
  - (a) Complete the sentence above by making a list.
  - (b) Now read Section A of *The Manual* of the United Reformed Church. This section talks about what the United Reformed Church believes about being the Church. From Section A note down what features the United Reformed Church considers to be most important about what it means to be the Church.
  - (c) Would you like to add anything to your list? What and Why?
  
2. Read ‘The Structure of the United Reformed Church’ (*The Manual* Section B).

Using the notes you made when you read Section A of *The Manual*, either (as agreed with your tutor)

  - (a) write notes, or
  - (b) prepare a ten minute presentation

on ‘How what we believe about being the Church is reflected in our structures’ (i.e. what Biblical and theological considerations might be used to explain or justify the structures the URC has?) Some students may find it helpful to use diagrams to explain the structures.

3. At General Assembly 2007 one of the councils of the Church, District Council, was suspended, largely because it was considered that the Church was now not numerically strong enough to sustain it. However, one of the advantages of the District Council was that it enabled mutual support and resource sharing among local churches within the district. Synods have reorganised in different ways to try to maintain mutual support for the mission and ministry of local churches within local areas.

Find out how your Synod reorganised and what support structures are now in place. Briefly describe your Synod's current structures to support the mission and ministry of local churches within local areas and evaluate their effectiveness.

4. Write up to one page of A4 on the following. How important, both in theory and in practice, is the General Assembly in the life of the United Reformed Church? Discuss with reference to the matters discussed at the most recent General Assembly.

5. For consideration before and discussion at the tutorial:

- (a) how might material from a General Assembly, or produced by the denomination, be fed into the decision making processes of a local church?
- (b) how might a concern raised within a local church eventually be brought to a General Assembly?

## Part Three: The history of the United Reformed Church

### Resources:

- David Cornick, *Under God's Good Hand*, out of print  
United Reformed Church (1998), ISBN 0 85356 175 9
- Elaine Kaye, Janet Lees & Kirsty Thorpe, *Daughters of Dissent*, out of print  
United Reformed Church (2004), ISBN 0 85346 225 9 but still available  
(useful for assignments 3(d) and 3(e) as remainder/second-hand
- David Peel, *Reforming Theology*, United Reformed Church (2002),  
ISBN 0 85346 211 9 out of print
- Assembly Resolutions on Racism & Multicultural Ministry (1978-2008)*  
[www.urc.org.uk/what\\_we\\_do/rjmm/docs/rjmm\\_assembly\\_resolutions](http://www.urc.org.uk/what_we_do/rjmm/docs/rjmm_assembly_resolutions)

### Preparation

Read the accompanying resource 'A Brief History of the United Reformed Church.'

### Assignment

Do *one* of the following three assignments, give it to your tutor to read and then discuss it with her or him.

1. James and Jane have been worshipping with Townscape URC for a year now. They would like to know more about the history of the denomination and have come to you to find out more. These are some of the questions they might want to ask:

Why are you not part of the Church of England, Church of Scotland, or Church in Wales?

What do you particularly treasure about your past?

Tell us about one or two people in your history whose life and work you particularly admire.

What strengths and weaknesses does your past contribute to your mission today?

Using these questions (or others worked out by your tutor, if you prefer), write an imaginary conversation of about 1000 – 1500 words between James and Jane and yourself.

2. Prepare a church magazine article which introduces your congregation to the differences and similarities between our English, Scottish and Welsh histories (or, if you prefer, for two of the three).

3. In consultation with your tutor, write an essay of 1500 – 2000 words on *one* of the following:
- (a) What are the strengths and weaknesses of the Reformed Tradition?
  - (b) What have Congregationalist, Presbyterian and Churches of Christ traditions contributed to the URC?
  - (c) Write a critical review of a book of your choice by a theologian from the Reformed Tradition.
  - (d) Consider the historical development of the United Reformed Church as a multicultural church with particular reference to a congregation known to you.
  - (e) Explore the development and significance of the ministry of women in the history of the United Reformed Church and any of its predecessors.
  - (f) A topic relating to the history of the United Reformed Church agreed between yourself and your tutor.

## Part Four: Your ministry in the United Reformed Church

### Resources:

*The Manual*, pages A7-A8, section K

*Annual Reports, Resolutions and Papers* General Assembly 1995  
Patterns of Ministry

*Annual Reports, Resolutions and Papers* General Assembly 2002  
Future Patterns of Ministry

*Annual Reports, Resolutions and Papers* General Assembly 2004  
Equipping the Saints: Changing Ministry for the Challenge of Mission  
(Assembly Reports 2004, pp. 121 – 124)

*Annual Reports, Resolutions and Papers* General Assembly 2008, pp.225-227  
Challenge to the Church (and Resolution 23)

General Assembly reports (from 2003 onwards) can be found at

<http://www.urch.org.uk/general-assembly/1158-general-assembly-archive.html>

### Preparation

Through the work you have done for this Course so far and, for those who have candidated for the ministry of Word and Sacrament or Church Related Community Worker, during the process of candidating for ministry, you have reflected a great deal both on what ministry is for and on the nature of the United Reformed Church.

Section K in *The Manual* also contains material about the URC's understanding of ordained ministry. Make sure you have the current edition.

The *Reports* to General Assembly 1995 contain a large document entitled "Patterns of Ministry" (pp.113 – 144), which attempts to find a solution to locally experienced shortages of ministerial leadership. Most of the resolutions were not, in fact, accepted by Assembly, but the issues raised in the report are still important. Appendices A-C discuss key theological issues about ministry and are reproduced in the accompanying booklet 'Thinking about Patterns of Ministry.'

In 1998 General Assembly looked again at local church leadership. The report of the Discipleship, Stewardship and Witness Committee is also reproduced in the booklet 'Thinking about Patterns of Ministry.'

The interim report of the working party on Future Patterns of Ministry, in *Reports* to General Assembly 2002, revisits more fundamental issues about ministry in the URC. A summary of this report is given in the accompanying booklet 'Thinking about Patterns of Ministry.' The working party reported more fully at General Assembly 2004 with 'Equipping the Saints: Changing Ministry for the Challenge of Mission', though without repeating many of the arguments set out in the interim report which may be seen as a stepping stone. 'Equipping the Saints' offered clear recommendations concerning patterns of ministry and is essential reading.

In 2008 the General Assembly expressed its conviction that each congregation and mission group needed its own local leader to work with the elders' meeting and requested Synods to make appropriate arrangements for the identification, appointment and training of them.

### **Assignment**

Write a 1500 word essay with the title:

“The contribution I hope to make, through ministry, to the life of the Church.”

Give this essay to your tutor to read and then discuss it with her or him.

## Appendix One: Study Skills

### Resources:

Andrew Northedge, *The Good Study Guide (New Edition)*  
The Open University (2005), ISBN 0 7492 5974 4

The Open University website <http://www2.open.ac.uk/students/skillsforstudy/> has sections on notetaking techniques, learning styles, strategic study techniques, time management, critical reading techniques, developing academic English, writing assignments and computing skills.

The Loughborough University website [http://www.lboro.ac.uk/service/ltd/st\\_guide.html](http://www.lboro.ac.uk/service/ltd/st_guide.html) has study skills page with sections on: Reading skills, taking notes, writing essays and time management.

### Preparation

Obtain *The Good Study Guide* before your first meeting with your tutor. The book covers various topics including:

- Getting started / being an adult student
- Reading and note taking
- Other ways of studying
- Using a computer (new edition only)
- What good writing is, and how to write essays
- Preparing for examinations

Read its contents pages and consider if there are any chapters or sections you don't need to read. On the other hand, there are probably chapters you instantly recognise have something to offer you.

### Assignments

1. Before you meet with your tutor
  - (a) Make a note of the material you don't need to study, and be prepared to tell your tutor why you don't need to do these sections.
  - (b) Make a note of the areas you are most conscious of wanting to develop.
  - (c) Whatever you have listed, read the Preface and Chapter One. Then look again at your two lists (or blanks): is there anything you now want to add or delete?

In the tutorial, reach agreement on which chapters you need to study in depth.

2. Before you meet again with your tutor, read the chapters you have agreed to study.

When you meet, reflect on what you have learnt from the book. Discuss any points about which you disagree with the author. The book encourages you to practise what it preaches: some of the results of this practice will be in a form which you can share with your tutor, who may have additional help to give.

Don't expect to acquire all the skills discussed in the book all at once: this is a book to return to again and again to maintain continual progress.

## Appendix Two: Further Resources

Books and online materials for further exploration of themes in this course:

'Resourcing our Elders' material available online for downloading:

[http://www.urc.org.uk/images/Elders\\_2014/Resourcing-our-Elders-8-areas-for-development.pdf](http://www.urc.org.uk/images/Elders_2014/Resourcing-our-Elders-8-areas-for-development.pdf)

Worshipping God: (thoughts and meditations on worship.)

<http://www.urc.org.uk/images/worship/Worshipping-God-web-version.pdf>

*Prayer Handbook*, published each year by the United Reformed Church

Two booklets which are out of print but may be found on church bookshelves:

Peter McIntosh and Graham Robson, *Refreshing the Church Meeting*,  
United Reformed Church, ISBN 0 85346 180 5

Peter McIntosh and Graham Robson, *Refreshing the Elders Meeting*,  
United Reformed Church, ISBN 0 85346 190 2

On the Church Meeting see:

[http://www.urc.org.uk/images/documents/The\\_Church\\_Meeting.pdf](http://www.urc.org.uk/images/documents/The_Church_Meeting.pdf)

John Taylor and Helena McKinnon, *Pilgrim Spirit, An Introduction to Reformed Spirituality*,  
Canterbury Press (1999), ISBN 1 85311 246 1

Howard L Rice, *Reformed Spirituality*, Westminster John Knox (1999),  
ISBN 0 66425 230 3

David Peel, *Ministry for Mission*, Northern College (2003)

Christopher Elwood, *Calvin for Armchair Theologians*, Westminster John Knox (2002),  
ISBN 0 664 22303 6

John H Leith, *Introduction to the Reformed Tradition*, John Knox Press, (Atlanta 1977,  
revised 1981), ISBN 0 8042 0479 9

Tony Tucker, *Reformed Ministry - Traditions of Ministry and Ordination in the United Reformed Churches*, United Reformed Church (2003),  
ISBN 0 85346 217 8

R Tudur Jones, Robert Pope (editor) & Ann Corkett (translator), *Congregationalism in Wales*, University of Wales Press (Cardiff 2004)  
ISBN 0708318878

Alan Argent, *The Transformation of Congregationalism 1900 – 2000*, Congregational Federation (2013) ISBN 1904080030

David Cornick, *Letting God Be God*, Darton Longman and Todd (London 2008), ISBN 0232527229 [Very good on history and spirituality of the Reformed tradition as a whole]

Michael Watts, *The Dissenters* (vol. 1 From the Reformation to the French Revolution; vol. 2 The Expansion of Evangelical Nonconformity; Vol. 3 The Crisis and Conscience of Nonconformity, (Oxford 1979, 1995 and 2015. (earlier volumes now out of print; volume 3 expensive)

The Congregational Library, administered by Dr Williams's Library, is the repository of the useful annual Congregational Lectures, with copies available for sale at low cost. See [www.dwlib.co.uk/congregational/lectures.html](http://www.dwlib.co.uk/congregational/lectures.html), email [enquiries@dwlib.co.uk](mailto:enquiries@dwlib.co.uk) or write to 14 Gordon Square, London WC1H 0HR

Of particular interest:

Alan Sell, *Rhetoric and Reality: Theological reflections on congregationalism and its heirs* (Congregational Lecture 1991)

Good history books, but out of print:

A H Drysdale, *History of the Presbyterians in England: their rise, decline and revival*, (London 1889)

H Escott, *A History of Scottish Congregationalism* (Glasgow 1960)

R Tudur Jones, *Congregationalism in England 1662-1962*, (London 1962)

Alan Sell, *Saints Visible, Orderly and Catholic: the Congregationalism idea of the Church*, (Geneva 1986)

David Thompson, *Let Sects and Parties fall: a short history of the Association of the Churches of Christ in Great Britain and Ireland*, (Birmingham 1980)

## **Appendix Three: Tutor Guide**

### **Individual or group**

Tuition for this course can be with individuals or with groups. The advantages of individual tuition are that the course schedule and discussions can be tailored to the individual's needs. The advantages of working with a group are in the interaction between people of different backgrounds and possibly preparing for different ministries, and in the sharing of the different assignments. Which you do may depend largely on how many are ready to do the course in your area at the time but, for example, when you have one or two new candidates accepted for the ordained ministry, you may consider advertising the course around the churches for new elders and lay preachers to join in.

### **Tutor's role**

The tutor's role is not primarily to teach. As explained in the Introduction, members of this course will be doing home study, and then going through their work in the tutorials. The tutor's role is to look out for points to clarify, fill in or take further, and help with those, and if there is a group to facilitate the interaction. Tutors advise members on the appropriate choice of assignment options. At each stage the tutor should encourage and recognise each individual's progress, and readiness or potential for what they will do next in their ministry, rather than give marks for achievement according to any standard.

### **How to use the course material**

A suggested schedule is given at the end of the Introduction. Please read the notes here about each Part at an early stage, because they include guidance for advance planning as well as for handling each tutorial.

#### ***First contact***

In your initial contact with the course member(s)

supply this course material and ask them to read the Introduction before you meet

agree if they should look at study methods, and if so, ask them to get The Good Study Guide and start to use it as guided by Appendix One

arrange the date, time and place of the first tutorial.

#### ***About Part One***

The recommended method is for course members to read their written material to the tutor. This can work well for an individual student and for a small group. But if there are more than three in the group you may prefer to ask the course members to send their written material in advance for you to read and make a summary of main points to share in the tutorial.

### **About Part Two**

If you have one student, hear and discuss the assignments as indicated.

If you have more than one:

In section 1 hear each course member's lists and discuss if appropriate

In section 2 see each course member's diagrams and discuss, perhaps trying to compile one composite diagram

For the presentations in sections 2-4 agree in advance (at a previous tutorial as shown in the Schedule) who will do which presentations; but ask each course member to do the preparatory work on the other assignments as well so as to contribute to the discussion after each presentation.

### **About Part Three**

At the end of the previous tutorial give some explanation of the assignments to be covered.

1. The questions are deliberately ambiguous whether "you" is the denomination or "you" personally. James and Jane are asking these questions primarily about "you the URC" but they would also like to see your personal experience and convictions coming through.
2. A church magazine article needs to be pithy, clear, and relevant to the readers' situations. The writer is not asked to summarise the separate histories, but to highlight some differences and similarities which are of interest.
3. Each of these essay topics is about the church now but with an eye to the history as outlined in the accompanying booklet 'A Brief History of the United Reformed Church' and if possible some further reading by the course member.

For students attending the weekend on *The Ethos and History of the URC*, point out that they may gain further material and ideas for these assignments there. So the writing should be done after the weekend, even though as much reading as possible should be done before the weekend. Arrange the date by which assignments should be sent to you.

If you have more than one student, it is beneficial though not essential for each student to do a different assignment. This too could be agreed at the previous tutorial.

### **About Part Four**

This Part is not only for those called to ordained ministry. It is designed to help course members think about whatever ministry they are preparing for or strengthening, in the light of this course as well as their reading and awareness of the church's needs. At the end of the tutorial on Part Two arrange the date by which written essays will be sent to you so you have time to read and reflect before the tutorial, and prepare a helpful discussion to conclude the course and look ahead.

## **When the course is finished**

Please send confirmation that each ministerial candidate has completed the course to the Secretary for Education & Learning, United Reformed Church, 86 Tavistock Place, London, WC1H 9RT, and to local church or Synod as appropriate for each other course member. If you have comments for improvement of this course material, please send them to the Secretary for Education and Learning.