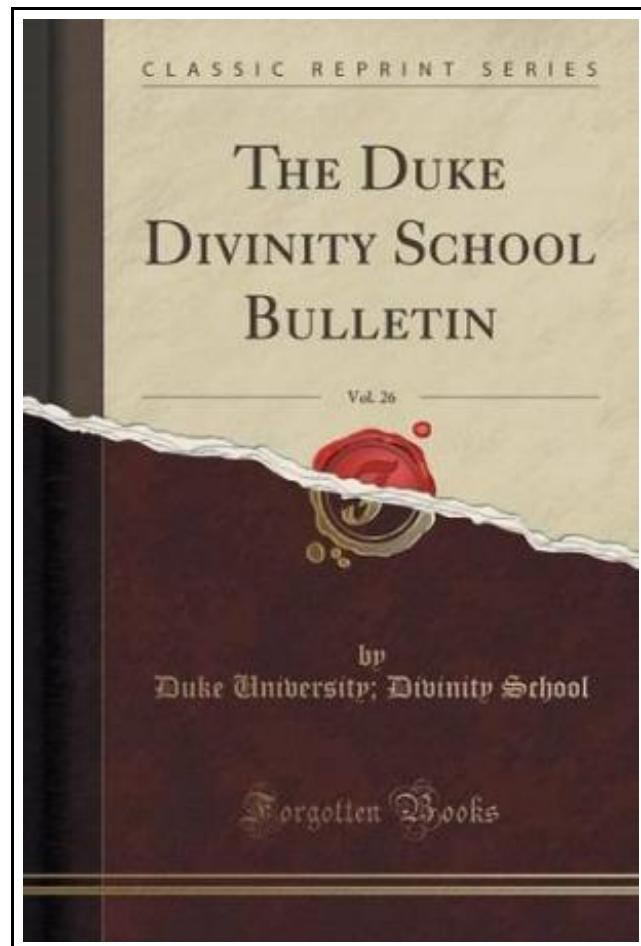


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.Excerpt from The Duke Divinity School Bulletin, Vol. 26 The topic, Objectives of Theological Education and Impediments, poses two questions: First, what are the objectives, and, second, what are the impediments? To the first question many of us presume to have a ready answer. The objectives of theological education, we have supposed, are to provide suitable training for those looking toward a ministry in the Church. Well and good, but, when examined, this answer, which seems clear and cogent, actually contains a nest of further questions. What is suitable training; what do we understand by the word ministry; and what do we mean by the Church? The point is that the meaning of none of these terms is immediately transparent. Their meaning changes through the inevitable alterations of time, practice, perspective, and usage. What the ministry actually is, how it is practiced, what its functions are in 1960, is quite changed from what it was, how it was practiced, what its functions were one hundred, or fifty, or even twenty-five years ago. Evidently, then, the suitable training for this ministry is not identical with what was suitable when both the conception and practice of the ministry were different. Accordingly, in point of fact, the curriculum of theological studies has been greatly altered, especially in the past twenty-five or thirty years. In actual fact, the theological curriculum does plainly reflect changing conceptions of the ministry actually represented in the Church. But the word Church itself does not convey either a clear or a defined meaning that is generally accepted or understood. If this fact escapes us, it is because so much of the time we are content...

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