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Seminary Education and Spiritual Formation

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The Editor JITC
Interdenominational Theological Center
700 Martin Luther King Jr. Drive
Atlanta, GA 30314
United States of America
(404) 527-7727
Email:journaleditor@itc.edu

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Table of Content

Temba L. J. Mafico	i
Black Theological Education: Its Context, Content And Condu James H. Costen	
Exploring Spiritual Formation In The Classroom Michael Dash	21
The Social Cosmos Of Black Ecumenism C. Eric Lincoln.	37
The Bible and the African Experience: The Biblical Period Charles B. Copher	57
Bonhoeffer's Communicative Engagement With The Other: A Reconciliation	Rhetoric Of
Charles E. Thomas Jr	81

EDITORIAL

In This Issue

Several transitions taking place at the Interdenominational Theological Center (ITC) have regretfully caused the delay for publishing this issue of the ITC Journal. This is an important journal issue that focuses on what four scholars said about seminary education more than twenty years ago, and is coming true today. It is a fact that theological education has lost its appeal to many people. A record number of seminaries have reported a sharp decline in student enrollment. This has led church leaders to ask the questions: Is seminary education still relevant for doing church ministry today? Why are pastors without seminary education leading some of the most vibrant churches in the United States? Religious institutions have been accused of always reacting to change very slowly.

James Costen, addressing Spellman College in 1984, argued that theology should not be performed in a vacuum isolated from prevailing circumstances affecting its people. The church must be relevant to the community by taking serious consideration of its historical experience of oppression and marginalization. He goes further to say that the content of the Black church must be seen as the content of black theological schools. What Costen implies is that for the church to be relevant, seminaries must teach theology that is relevant to the church.

Dr. Michael Dash's article argues that seminary must help students to feel the need for a person to have a sense of commitment in some form of spirituality in order to be of service to God's people. Dash believes that spiritual formation can and should take place in the classroom, particularly one that is established to lay a spiritual foundation in students. But he also makes this important point: spiritual growth is not a one-time affair. A person should continue to seek spiritual formation by being nourished by the Holy Spirit in order to be empowered for ministry.

Dr. Eric Lincoln's thesis is basically this: whereas religion should have kept blacks in solidarity, denominationalism has, however, negatively fractured the black community. He goes on to say that if black ecumenism must succeed, it must draw upon the black experience as interpreted by black ethnicity. "The concept of Black ethnicity "presupposes the primacy of spiritual values from the outset, and sees

EDITORIAL

every black Christian as potentially and properly a member of a single confraternity defined by faith, and shaped by experience."

Dr. Charles B. Copher, a pioneer on tracing the black experience in the Bible, made an exhaustive analysis of the Bible to demonstrate that there are numerous references to Africa and Africans that are located in several parts of the biblical literature from the Pentateuch to the Book of Revelation. This study led Copher to conclude his article by saying that, "... in numerous instances, the biblical experience is an African experience."

The final article is by Dr. Charles Thomas who has reviewed Dietrich Bonhoeffer's writing on theological and philosophical work. His goal in doing so is to provide a lens to view one's fellow human in a world of division and to arrive at a framework for a rhetoric of reconciliation. Thomas' article continues the theme of how to make theological education relevant to the condition of humanity. Thus he emphasizes how Bonhoeffer directed attention to the transcendent reality of a creator God from whom humans derive a starting point of how they are to understand the human condition; a God who interacts with humanity to develop a sense of how humans are supposed to live with one another in community.

The next issue that will be published in Fall 2014 will deal with the cutting edge methods that ITC faculty use to teach the Bible. In Spring 2015, an issue on the essence of Christian Education will be published. It is our hope that these issues will help the church and the academy to appreciate the liberating power of the Bible, and how approaching it with good methods may foster spiritual renewal.

Temba L.J. Mafico *Editor*

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