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## Evangelical Review of Theology

Articles and book reviews original and selected from publications worldwide for an international readership for the purpose of discerning the obedience of faith

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#### 12 Cooperation

Our programmes of theological education must pursue contact and collaboration among themselves for mutual support, encouragement, edification and cross-fertilization. We are at fault that so often in evangelical theological education we attend merely to our own assignments under God. Others in the same calling need us, and we need them. The biblical notion of mutuality needs to be much more visibly expressed and pragmatically pursued among our theological programmes. Too long we have acquiesced in an isolation of effort that denies the larger body of Christ, thus failing both ourselves and Christ's body. The times in which we serve, no less than biblical expectations, demand of each of us active ongoing initiatives in cooperation. This we must accomplish, by God's grace.

May God help us to be faithful to these affirmations and commitments, to the glory of God and for the fulfilment of his purposes. p. 314

#### A Brief Introduction to ICAA

#### Roger Kemp

The International Council of Accrediting Agencies for Evangelical Theological Education (ICAA) is a network for contact and collaboration world-wide among those engaged in evangelical theological education. ICAA is an active part of the WEF family. Its membership includes regional associations of theological schools and programmes in Africa, Asia, the Caribbean, Europe, Latin America, and the South Pacific.

ICAA was launched in March 1980, in sessions preliminary to the Seventh General Assembly of the World Evangelical Fellowship. The initiative for these developments came from the WEF Theological Commission, who under the leadership of Bruce Nicholls, wished to develop facilities for linking evangelical theological education worldwide and encouraging its improvement.

To this end the WEF Theological Commission coopted Paul Bowers to a staff position, and assigned him to organize a consultation among the existing associations of evangelical theological schools around the world, to pursue the question of collaboration. Dr Bowers was at that time working for one of these associations, the Accrediting Council for Theological Education in Africa (ACTEA). When this consultation resulted in the successful founding of ICAA, Dr Bowers was elected as its first general secretary.

A follow-up consultation was immediately organized, which took place in Chongoni, Malawi in 1981. The principal papers from these two historic international consultations were published by ICAA in 1982. In the editorial Dr Bowers said of ICAA: 'For the first time there now exists an international medium for communication, coordination, collaboration among schools, programmes, agencies, and associations anywhere in the world concerned with evangelical theological education.' In those initial years ICAA also launched a library development programme, offering substantial discounts from leading publishers to schools within the ICAA constituency. ICAA also undertook to formulate a 'Manifesto on the Renewal of Evangelical Theological Education', which has since contributed stimulation and direction for theological education in many parts of the world. p. 315

In 1983 Dr Robert Youngblood became ICAA's general secretary. Under his direction ICAA held two further international consultations, in Katydata, Cyprus in 1984, and in Unterweissach, Germany in 1987. Also under Dr Youngblood's leadership, ICAA undertook a programme of service for theological education by extension.

In 1989, at ICAA's consultation in Wheaton, USA (held jointly with the WEF Theological Commission), Rev. Dr. Roger Kemp from Australia was elected general secretary. Further international consultations have been held since in London, England (1991), and Bangkok, Thailand (1993). The latter included a special component devoted to extension theological education. The next such ICAA event will be in April 1996, at Minehead, England, in conjunction with the Tenth General Assembly of the WEF.

In recent years the number of ICAA member associations has increased to seven, and now represents all major regions of the world. The member bodies are: Accrediting Council for Theological Education in Africa, American Association of Bible Colleges, Asia Theological Association, Caribbean Evangelical Theological Association, European Evangelical Accrediting Association, South Pacific Association of Bible Colleges, Association of Evangelical Theological Education in Latin America.

ICAA also has nine associate member agencies, concerned with theological education but not directly involved in accreditation services.

Presently ICAA has a task force working to encourage a much-needed dialogue within the ICAA constituency on a theology of theological education. ICAA is also formulating means for assessing and recognizing the accreditation services of its member bodies. And another ICAA project seeks to clarify and evaluate the variant modes for securing academic recognition presently in use in different parts of the world.

By these and other means ICAA continues to serve within the WEF family as a lively forum for contact and collaboration worldwide among those engaged in evangelical theological education—in their strategic common task of equipping disciplers for the nations. p. 316

#### **Book Reviews**

### BETWEEN ATHENS AND BERLIN; THE THEOLOGICAL EDUCATION DEBATE

by David H. Kelsey (Wm. B. Eerdman, Grand Rapids, Michigan, 1993, 229pp + index. \$18.99 paperback).

(Reviewed by Dr. K. Gordon Molyneux)

No, this is not a hitch-hiker's guide to Europe. It is in fact a very serious book about the nature and purpose of theological education, or, as the author often likes to express it: What is theological about theological education? The author is a professor of theology at Yale Divinity School, New Haven, Connecticut, USA., and perhaps not surprisingly the book he has written is academic and closely argued.

Kelsey sets himself to observe the evolving debate about theological education and what it is that constitutes excellence in theological education. He is concerned not so much with summarizing what each proponent says, but rather with discerning the 'movement