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REVIEW SECTION.

I.—SYMPOSIUM ON MINISTERIAL EDUCATION.

ARE THE PRESENT METHODS FOR THE EDUCATION OF MINISTERS SATISFACTORY? IF NOT, HOW MAY THEY BE IMPROVED?

NO. II.

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THE necessity for human learning as part of a man's preparation for the gospel ministry is not now, and never has been, an open question among the great body of Christians. The fanatical notion that learning is ever a hindrance, or the lack of it ever a help to the preacher, finds no sanction in Scripture. Nor can it derive any support from the history of the Church. The great Protestant Reformation was largely the result of the revival of learning. All the eminent reformers were college-bred men. Luther was no mean scholar, and his power with the common people was not hindered but helped, by his book knowledge and his ability to make books. In our own time, men who have boasted of preaching by the Spirit, and spoken contemptuously of learning as a foil to set off their spiritual gifts, have been careful to use what little knowledge they had, and their power would have been proportionately increased if they had possessed more. It may be doubted whether there ever was a denomination of Christians who would license or tolerate, even as a local or lay preacher, an utterly ignorant man.

The only open question, therefore, is *how much* education should be required. The answer must necessarily be various. It cannot be definitely settled except on its lower side. The *maximum* cannot be fixed; and even the *minimum* must be variant, according to circumstances. Moreover, so far as it is settled at all, the question constantly *settles itself*, according to the law of supply and demand. One who falls below the average intelligence of the people to whom he ministers cannot be a successful pastor; nor is there any limit to the