



Interview with Borniface Mbulo, ACU Student

By Lisa Turnbull

ACU: Where do you live? **Borniface:** I live in Garden House, Lusaka, Zambia.

ACU: What church do you attend? **Borniface:** I currently attend St. Morice Catholic Church because I recently moved. Prior to the move, I was attending the Pentecostal Holiness Church.

ACU: How are you paying for your education at ACU? **Borniface:** I am sponsored through Family Legacy International.

ACU: What has been the most impacting thing you have learned in the classroom at ACU? **Borniface:** I've learned a lot of the Bible because it is everywhere. It is not just in the Bible's Grand Narrative class, but it is in Maths, Critical Thinking and all of the other classes.

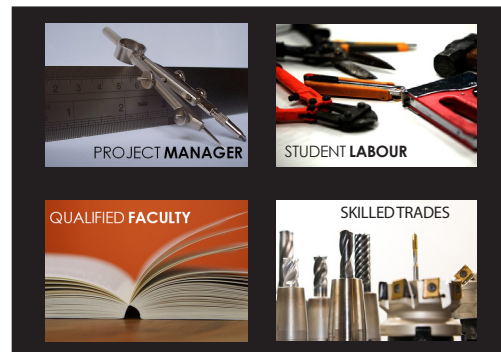
ACU: What are your thoughts on the Student Labour Programme? **Borniface:** It is excellent! It makes me exercise some of the skills that I had but did not have a chance to use them. It is a nice change from the classroom to relax.

ACU: What would you say to others about ACU? **Borniface:** It is a good university in that everything that is done there is based on the Bible.

ACU: What would you like to do after you complete university? **Borniface:** I would like to pursue a career in Aviation Engineering.

If God has gifted you as an artisan of excellence in any aspect of the construction trade, consider discipling colleagues and students with ACU. Please contact us if you believe God is calling you to serve His kingdom work in this way. Email: info@acu-zambia.com

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"In all toil there is profit,
but mere talk tends only
to poverty."
Proverbs 14:23



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How Should We Train Ministers?

By Dr. Voddie Baucham Jr.

Assuming one agrees with the premise of my last article, and is committed to training ministers, the next question to be answered is, what should that look like? What is required of a minister? How are those requirements to be met? And what type and level of training must one receive in order to be equipped to serve in a pastoral capacity?

In his book, *Why Johnny Can't Preach*, T. David Gordon argues that the move from a typographic (book based) culture, to an electronic and image based one has had negative consequences for the art of preaching. The move, according to Gordon, has meant that people in general, and preachers in particular, no longer reap the benefits of reading and writing regularly, or practicing the 'close reading of texts' required by exposure to higher forms of literature, such as poetry. Accordingly, men do not possess the requisite skills necessary to read and interpret the Bible in deep, meaningful ways, nor are they able to organise their thoughts and communicate them articulately, or effectively. Consequently, we find ourselves in somewhat of a quandary. Today, before ministers can be taught to preach, they must be taught... to read and write:

The solution is to cultivate those pre-homiletical sensibilities that are necessary to preach well. If, by way of example, an illiterate but sincere Christian came to me and said he wanted to be a minister, and wanted to preach God's Word to others, I wouldn't initially send him to seminary. I'd encourage him to learn to read. How can he preach the Word of God if he can't read the Word of God? Similarly, reading texts closely is a skill—a skill distinct from reading generally or reading for information. Thus, many people today are illiterate in a particular way (illiterate of how to read texts closely), and they must devote themselves to acquiring this sensibility before they can be taught how to expound ancient, inspired texts.¹

But what type of education eschews the modern tendency to 'scan for information, while failing to appreciate literary craftsmanship'?² What type of training would help pastors become better orators by exposing them to the best oration and rhetoric the world has ever had to offer, and teaching them to analyse and scrutinise it? What type of education would elevate pastors' minds beyond a rudimentary approach to the task of preaching to something more? The answer is, the kind of education we used to give them. The kind the Puritans practiced once upon a time, in places like Harvard and Princeton: Classical, liberal arts education!

Matters for Prayer

- ACU-Zambia board to accomplish all they have been tasked to do
- Borehole drilling at Chisamba to be successful with a good flow of water
- The ACU team working on the Accreditation application to be diligent and to have perseverance
- The team working on the ACU constitution to be wise beyond measure and steadfast to the end
- Need for increased giving in the South African 250, the US 425 and the Zambian 450 campaigns

Matters for Praise

- Chali Chakonta has begun working at ACU as the Clerk of Works to assist with the Student Labour Programme and oversee the initiation of the works at the Chisamba campus
- Successful ACU-South Africa board meeting was held
- We are blessed to witness the transformation of the students
- Grateful for the strength, health and wisdom that has been granted to the faculty and staff at ACU
- Thankful for safe travel for the Turnbull family to the US

Why Should We Train Ministers? (Cont.)

There are people who cannot wrap their minds around the idea of a Classical, Christian, liberal arts, biblical worldview university in the heart of Africa. “Why are you wasting your time with such high-minded pursuits when what we really need is men who understand and preach the Bible? Unfortunately, this question goes straight to the heart of the issue Gordon is raising in *Why Johnny Can’t Preach!* The fact is, handling the Word of God accurately requires educating the whole man. It requires instilling sensibilities that go beyond Bible survey courses and preaching labs. In short, it requires “taking every thought captive.”

Ironically, the people who cannot fathom this approach to the education of ministers suffer from the same problems that render Johnny incapable of preaching. The desire for immediacy in all things, the availability of EVERYTHING online, and the ability to leverage technology to replace discipline and skill, has rendered many of us completely incapable of even imagining that there could be any benefit to a process that requires us to slow down, go back to basics, and build for the long haul.

Meanwhile, impatient people continue to throw up quick buildings, house them with narrow programmes, designed to turn out shallow pastors who preach shallow sermons, and produce shallow churches... where they quote Spurgeon and Edwards, but lack the patience, or the skill to actually read and understand them.

1 Gordon, T. David (2009-02-13). *Why Johnny Can’t Preach: The Media Have Shaped the Messengers* (Kindle Locations 908-913). P&R Publishing. Kindle Edition.

2 Gordon, T. David (2009-02-13). *Why Johnny Can’t Preach: The Media Have Shaped the Messengers* (Kindle Locations 438-439). P&R Publishing. Kindle Edition.



Christian Attitude to God’s World and Education

By Bestone Kabushi Chileya

The Merriam-Webster Dictionary defines education as, “the knowledge, skill, and understanding that you get from attending a school, college, or university.” Dr. Edward Watke Jr. writing on the revival of home ministries, defines Christian education as, “education which is bible-based, Christ-centred, Holy Spirit controlled, pupil related, socially applied with the scriptures being the authority in all things.”¹ Knowledge obtained from education is important as one of the ways in equipping people to look after God’s world. Unfortunately, most knowledge obtained from education in general is limited and inadequate in providing the right knowledge to enhance the Christian’s attitude to God’s world.

That is why Christian education and not just education *per se* is critical because it provides the right context in understanding God’s world and how it is to be ruled and cared for, in order for the graduates to engage the world in a very relevant and biblical way because it brings the following issues to the fore:

1. *Knowledge and awareness*- In giving man the mandate to rule and care, God made the knowledge of Himself central to this charge (Gen. 2:17). Knowledge of God, obedience to His commandments and the worship of God are essential ingredients to education and Christian education puts that as a priority.
2. *Skills development*- Christianity is not in word alone but deeds (Mat. 7:24-27) and therefore skills are imparted and sharpened as an authentication of the truth of the knowledge of God. In this way, the development of skills underscores the relevance of watching over God’s world.
3. *Focused responsibility*- Right knowledge obtained from an education system that is biblical and honours God makes a difference in understanding the purposes of God in this world, which is to glorify God: the chief end of man. In a world where the modern education systems excel at creating intellectual bigots, self-centred bourgeois graduates, prosperity protagonists, greedy business executives, etc., Christian education brings a breath of fresh air to humanity as it seeks to honour the dignity of man and makes service central to the Christian faith.

We can safely say that the rule and care for God’s world provides context for Christian education. Education is a legitimate tool to advance the purposes of God in this world. Men and women should be taught about the knowledge of God; they will then understand the place of obedience to God’s laws as nationals. They will be equipped with skills to serve humanity and ultimately become agents of the proclamation of the gospel and worshippers of God. Knowledge of God goes hand in hand with education, a sub-set of the former. Without the knowledge of God, there will only be lopsided education which often times leads to destruction of individuals, and ultimately to society at large.

1 Dr. Edward Watke Jr. (1998)