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From the Publisher

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PURPOSE STATEMENT

This publication is by and largely for the academic communities of the twenty-eight colleges and universities of the Evangelical Lutheran Church in America. It is published by the Division for Higher Education and Schools of the ELCA. The publication presently has its home at Capital University, Columbus, Ohio which has generously offered leadership, physical and financial support as an institutional sponsor for the inauguration of the publication.

The ELCA has frequently sponsored conferences for faculty and administrators which have addressed the church - college/university partnership. Recently the ELCA has sponsored an annual Vocation of the Lutheran College conference. The primary purpose of *INTERSECTIONS* is to enhance and continue such dialogue. It will do so by:

- * Lifting up the vocation of Lutheran colleges and universities
- * Encouraging thoughtful dialogue about the partnership of colleges and universities with the church
- * Offering a forum for concerns and interests of faculty at the intersection of faith, learning and teaching
- * Raising for debate issues about institutional missions, goals, objectives and learning priorities
- * Encouraging critical and productive discussion on our campuses of issues focal to the life of the church
- * Serving as a bulletin board for communications among institutions and faculties
- * Publishing papers presented at conferences sponsored by the ELCA and its institutions
- * Raising the level of awareness among faculty about the Lutheran heritage and connectedness of their institutions, realizing a sense of being part of a larger family with common interests and concerns.

FROM THE PUBLISHER

The Vocation of a Lutheran College conferences have been possible because of generous support from Lutheran Brotherhood and the Lilly Endowment, and the Lutheran Brotherhood Foundation has also provided funding for the printing cost of *INTERSECTIONS*. When the vocation conferences had become established the ELCA Division for Higher Education and Schools began to seek funding for a more select faculty development project, "The Lutheran Academy of Scholars in Higher Education." Again the Lutheran Brotherhood Foundation and the Lilly Endowment came through. Thanks to their generosity, each year since 1999 ten to twelve scholars from Lutheran colleges and universities and Lutheran scholars from other institutions have been selected to participate in a two week seminar during the summer, and to meet for a couple of days the following winter and the following summer. During the opening seminar they spend the mornings under the leadership of an eminent scholar in conversations about topical issues where faith and learning intersect. In the afternoons and evenings they work on their own scholarly projects, and study hard for the remaining seminar sessions. During the follow up sessions they hear from each other about the progress they have made on their scholarly projects, and give each other critique, ideas and encouragement.

The first three years the opening seminars have been held at Harvard University, under the leadership of Dr. Ronald Thiemann, the John Lord O'Brian Professor of Divinity. In 1999 and 2000 the theme was "Finding Our Voice - Christian Faith and Critical Vision." This year the theme has been "The Lutheran Public Intellectual: Faith, Reason and the Arts." There is no question in my mind that it is both because of the leadership of professor Thiemann and because of the excellence of the participants that the academies have

been a success. Since I had the privilege of sitting in on the first of these two-week sessions in 1999, I can tell you that the seminars had the kind of academic intellectual exchanges that we most of the time only dream about having at our own institutions.

In 2002 the academy will move to the University of California, Berkeley, and the scholarly leadership will be provided by professor Ted Peters. The theme will deal with the intersection of faith and science, but the exact title has not yet been selected. But if you want to be part of a great academic experience, look for our announcement, or contact me now to get on our mailing list so you receive a copy of it, and then send in a well-supported application.

Arne Selbyg
Director for Colleges and Universities

FROM THE EDITOR

The first three offerings in this issue were first given as talks at the Vocation of a Lutheran College Conference held the summer of 2000 at Dana College in Blair, Nebraska. Leonard Schulze had been asked to keynote the conference before he had become the executive director of DHES. So we thought we were getting a faculty member as speaker but got our new division leader as well.

These pieces illustrate the advantage of hearing a diversity of voices. Each speaks to the call of learning and teaching in a different voice informed by personality, experience, as well as by academic discipline and work experience. We hope that they provoke our readers as much as they provoked those of us who heard them as presentations.

Speaking of provocations, let me recommend to you two books I have recently read. 1.) Peter C. Hodgson. *God's Wisdom: Toward a Theology of Education*, Westminster John Knox Press (1995). This is not a book about theological education, but a book that attempts to see the task of education (generally considered -- it's not just about faith-related education) as a movement toward God. The consequence of this vision changes both how we understand the task of education and how we understand the relation of God to the world. Irenaeus's axiom may be as adequate a summary of Hodgson's view as anything: "The glory of God is human beings made fully alive ... the aliveness of human beings is in beholding God." 2.) Douglas Sloan. *Faith and Knowledge: Mainline Protestantism and American Higher Education*, Westminster John Knox Press (1994). This book was recommended to me by Paul Dovre and I thank him for putting me in touch with it. It focuses on the relation between faith and knowledge in higher education and the historical process by which these two ideas have become pretty thoroughly dissociated from each other. This dissociation left faith-related institutions hard-pressed to explain what it meant to be a college / university related essentially to a faith tradition. Sloan reads the history of theology in the 20th century as attempts to answer that question and he believes that the attempts have, for the most part, failed. Sloan thinks that the relevance has been lost and that we need to rethink our epistemology, the way we think about knowledge, in order to recover it. This is a challenging book which invites responses from thinkers in the sciences as well as in philosophy and theology.

Tom Christenson
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