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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

Sometimes it is tough to be a promoter of Lutheran colleges and universities. You run into some jerks in faculty or staff positions that don't seem to have a clue about what they are doing and why, or you hear that a dedicated institution just finished beating the bushes vigorously for contributions in order to pay their bills and balance their books, and succeeded, but now they have to start all over again to find another short term solution. Or you hear from students and parents who have been treated poorly by the admissions office at an ELCA school, or meet Lutheran pastors who have no sense of the missions of the church colleges and how those missions are linked to the overall ministry of the gospel. You may cry out "How long, oh Lord, how long" will I have to push this stone up the mountainside, and like Sisyphus see it roll down, and know that you have to push it all the way up again, and again, and again.

But then you hear the results of the surveys that show how satisfied with their college education the alumni of the Lutheran colleges and universities are, and how much more often their college education integrated academic and ethical issues, and how they are more active in their churches and service activities than graduates of other institutions. And you attend a seminar with a dozen faculty members from ELCA colleges with deep insights into the holistic educational process, and deep commitment to the students of their institutions. Or you hear an engaging presentation by a bishop of the church that captures the spirit of Lutheran higher education to a tee.

And then you hear from someone who has read the book that the Division for Higher Education and Schools has published, Lutheran Higher Education -- An Introduction, written by professor Ernie Simmons, and has used it in the development of a mission statement for their institution, and now want several copies to distribute to other faculty members. And you get calls from people who have read an issue of Intersections, and want to get on the subscriber list, and talk about how inspirational a certain article was, and how the journal should be distributed more widely. And the editor of Intersections agrees to keep on putting it together, and the university where he works agrees to continue to subsidize it, and you hear that there is now enough good material submitted so the journal can be published more often.

So you know that the stone is not at the bottom of the hill, and that the colleges and universities of the church have made a huge difference in thousands of lives, and that some of the programs you work on are successful and do make a big

difference, and that they can continue to be offered.

And you feel deeply blessed, and know that the colleges and universities of the ELCA will continue to serve God through the services they offer their students, and that the students will be inspired to serve the Lord and their society in their work and lives and vocations. Sometimes it is great to be a promoter of Lutheran colleges and universities.

Arne Selbyg, Director for Colleges and Universities

FROM THE EDITOR

This issue borrows everything from other sources. Richard Hughes piece originated as a speech given at the inauguration of the new president of Pepperdine University. Nick Wolterstorff's and Storm Bailey's essays originally appeared in *Academe*, the journal of the American Association of University Professors, and Catherine McMullen's originated as a talk given at Concordia College. Should we apologize for being such blatant borrowers?

I don't think we need to worry about borrowing. There's something appropriate in faculty recognizing how much they borrow from others. If we had to rely only on our own original ideas or words in the classroom, we wouldn't have a whole lot to say. More important is how we use what we borrow, how it fits to illustrate the issues at hand, what we are lead to ponder as a result, and what we learn from it.

We've chosen to include these four pieces in this issue of INTERSECTIONS because they focus so well on things of great interest to us. It's amazing to me how much Luther has influenced the thinking of Richard Hughes, for example, and the ways in which Lutheran themes might, by means of him, come to influence the focus of education at Pepperdine. It's also interesting to see how Wolterstorff and Bailey have articulated issues of tremendous practical importance to faculty at all of our institutions. Perhaps new faculty at our institutions, by reading these pieces, will overcome some of the common misconceptions about what faith related education is all about and how it effects issues like academic freedom. Catherine McMullen's article raises questions for all of our disciplines, not just journalism, and about the relations between the good, the bad and the ugly in each of them.

So, we hope you find these articles to be engaging, helpful, and sometimes at least, worth arguing with.

Tom Christenson, Capital University