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## From the Editor

Tom Christenson

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But the research also showed that parents of Lutheran high school students were not aware of the magnitude of financial aid that our colleges provide in order to make Lutheran college education affordable, and that many of the parents were not aware that in many ways our colleges provide much better education than the flagship public universities. So our colleges have done a better job in providing good education than in marketing themselves to the parents of Lutheran high school students.

This journal, *INTERSECTIONS*, is probably of little direct help in that marketing. But we hope that because of the journal and the conference, "The Vocation of a Lutheran College," on which the journal is based, many college and university faculty and staff members can speak with confidence to prospective students and their parents about the nature of Lutheran higher education. We are grateful to the Lutheran Brotherhood Foundation for the generous grant support which it has provided, which makes it possible for us to continue the journal and the "Vocation" conferences.

June 2000  
Arne Selbyg  
Director for ELCA Colleges and Universities

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### **From the Editor**

This issue of *INTERSECTIONS* contains a greater variety of offerings than is usually the case. That variety has made it fun to put this issue together. The Von Dohlen / Ratke discussion should provoke some interesting responses. Von Dohlen challenges Lutherans use of Luther's "two kingdoms" idea. Surely someone will be offended. As Diogenes the Cynic long ago said, "Of what use is a philosopher who doesn't piss anybody off?" Certainly someone will take issue with Ratke's attempt to explain what Luther really meant. Several years ago I suggested that Lutheran theologians declare a moratorium on "two kingdoms" rhetoric until we could figure out what we wanted it to mean and what practices were (and were not) justified by it. Now I think that a genuine discussion with an important dose of humor will serve us better.

The talk by Rachel Hammond included here is, I think, a real gem. It demonstrates so many things: ways in which people are called, what it's like to understand one's education as a gift and a responsibility, what it's like to suffer alienation and to find oneself in the process. I recommend copying this and sharing it with students. That's what I intend to do. Anyone who is moved to contribute to the orphanage Rachel worked at may send a check to Rachel's home congregation. They will forward all contributions to the Home for Perpetual Hope. Make checks payable to: First Baptist Church, 44 Lorain St., Oberlin, OH 44074.

The essay by Church Huff illustrates well the effect that liberal learning and teaching have on the way we conceive of and pursue our disciplines. I hope we get many more reflections like this one, written from a disciplinary viewpoint, yet engaging issues of a larger and deeper sort.

John Reumann's essay tells the interesting life story of a scholar whose work is done not only to meet the highest standards of criticism within a discipline (biblical scholarship) but also to meet the needs of the church. Though Reumann's essay was not selected with this in mind, it serves very well as an example of the issues argued in the Von Dohlen / Ratke discussion. Reumann begins by talking about the art of teaching as "a balancing act." Reading that line made me pay attention in a new way to the drawing my eight year old daughter had completed after a recent trip to the circus. As a result she became the cover artist for this issue.

Tom Christenson  
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