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Letter from the Editor: Uniqueness

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Uniqueness

by Timothy Norton, General Editor

So was I speaking and weeping in the most bitter contrition of my heart, when, lo! I heard from a neighboring house a voice, as of a boy or girl, I know not, chanting, and oft repeating, ‘*Tolie lege! Tolie lege!*’ (Take up and read!).... So checking the torrent of my tears, I arose; interpreting it to be no other than a command from God to open my book of Scripture and read.... (Augustine, Book VIII, para. 28).

With this final encounter, Augustine (354-430 AD) realized his personal need to surrender his life to the Lord Jesus Christ. When he was a young child, his mother had taught him about Christianity and how to pray. He left his boyhood days and studied rhetoric, later opening a school for rhetoric in Rome. He was then appointed a teacher in Milan, where he began to listen to the sermons of the bishop of Milan, Ambrose. His spiritual journey was now at a place for renewal. It was in a garden where Augustine was crying out to God, “And Thou, O Lord, How Long? How long?...” (Augustine, Book VIII, para. 27), that he heard the voice of the child singing and his life was changed.

As remarkable as this story may be, it is purely representative of the uniqueness of our God. In Scripture many similar episodes are told. Jacob wrestles with an Angel; Moses encounters the Lord in a burning bush, Jonah learns the will of God through a whale, David hears Him through the Psalms, and Paul sees Him in the brightness of His glory. The Word of God gives us a glimpse of the variety that God employs to teach His children about Himself. It is this desire that others learn God’s unique ways that serves as the motivation for the editors of *SoTL-CHEd*. We believe that through the scholarship of teaching and learning, just as with the lives of the saints, others will come to learn of God and His uniqueness. The authors in this volume of *The Journal* share this same belief.

Richard H. Bishop supplies his students with a means by which they can contemplate decision-making by using quantitative forms. He encourages them to use mathematics as they wrestle with issues relative to faith, morals, and ethics while he presents to them a quantitative tool and shows them how to use it (*Decision-Making Using Mathematics*). Using the film medium to teach business students about overseas travel is the subject of Ivan Filby’s article. Through a scene-by-scene analysis, he helps the international business student to become sensitive to the various challenges they may face (*Using Lost in Translation to Prepare Students for the Physical, Emotional, and Spiritual Realities of International Business*).

Linda Gray, in her editorial, looks at technology in the classroom and examines new findings as to its value in the improvement of student learning (*Kicking Technology out of the Classroom*). In her book review on *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education*, Linda Dunham discusses the means by which educators can ensure that every classroom becomes a learning-centered environment. Calvin Roso offers both a historical review and a concise rationale for education from a Biblical perspective in his book review of *Renewing Minds: Serving Church and Society through Christian Higher Education*.

Mathematics, film, environment, and history all serve as means for proclaiming the uniqueness of God in this edition of *The Journal*. Perhaps it will give inspiration to you to recognize the unique ways that the Lord has used you in the pursuit of scholarship in your

teaching and learning. Why not share these with the readership of *SoTH-CHEd*. We welcome your perspectives as part of a future edition (see the submission guidelines).

Reference

Augustine, Saint. (1909–14). *The Confessions of St. Augustine*. (Edward Pusey, Trans.). Vol. VII, Part 1. The Harvard Classics. New York, NY: P.F. Collier & Son.

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