

FROM THE EDITOR

Dean G. Blevins

Welcome to ***Didache: Faithful Teaching***, an interdisciplinary academic journal offered on-line that explores the intersections of Christian conviction, culture and education for the Church of the Nazarene and other international Wesleyan communities in higher education. This new journalistic endeavor is a project of the Research Institute for International Education (RIIE: Church of the Nazarene) designed to foster a conversation among our diverse international communities of higher learning, each seeking to educate in various academic disciplines but all guided by Christian conviction shaped through a Wesleyan heritage. With this international context in mind our editorial focus will be upon articles and resources that explore intersections between:

- an emphasis on Christian faith and practice,
- an awareness of cultural influences, and
- the exploration of educational practice and administration.

Intentionally our hope is to resource smaller communities around the globe who have little access to scholarly sources and who may find this journal helpful in shaping their education endeavors. We also hope to include research from quality scholars and educators from around the world who have little opportunity to publish in other settings. Ultimately the journal will include research articles, insights from the practice of teaching and learning, book & resource

reviews, as well as opportunities for journal participants to discuss on-line (moderated) topics of interest.

Devising a journal with both international and interdisciplinary emphases raises a particular challenge trying to speak into such diverse cultural settings. One thing I have learned is that there is no such thing as a “generic” or “culture-free” writing. We all enter into a conversation about faithful teaching with presuppositions shaped by our own culture and convictions. The “good news” is we can and must communicate our ideas, even if we are hindered by our cultural limitations. Authentic communication emerges in a graceful and grateful community, guided by the Holy Spirit. This conversation emerges through honest, mutual, discernment shaped by trust and humility. I have great confidence that such a conversation can occur in this journal. Our advisory committee (listed below) represents not only our diversity, but also our desire for a common conversation around teaching and learning for the sake of God’s kingdom.

For all of our diversity we do have one resource that holds our many Christian communities together, our common heritage in John Wesley and his conviction of holiness for heart and life. It is this common heritage that shapes the theme of our first edition. We were fortunate to have a rich resource from a series of international conferences hosted by the RIIIE. Our journal opens with a presentation by a true “gentleman scholar” of our tradition, Dr. William Greathouse (General Superintendent emeritus, Church of the Nazarene and former President, Nazarene Theological Seminary). His presentation of our Wesleyan tradition and message is echoed in three other treatises: by Dr. David McEwan (Dean, Australia Nazarene Theological College), Dr. Sung-Won Kim (Director, the Institute of Korea Nazarene Research) and Dr. Albert Truesdale (former Dean of Nazarene Theological Seminary and Member of RIIIE). Each article is a mixture of scholarship and exposition since they were originally designed as conference addresses. Collectively they provide a rich tapestry of Wesleyan thought and practice.

The next section of our journal includes additional insight into our practices as Wesleyans. I have taken the liberty of including my address that attempts to provide a comprehensive strategy for education true to Wesley's rubric, the means of grace. This article is followed by Fletcher Tink's and Brian Postlewait's (Nazarene Compassionate Ministry, International) provocative exploration of contemporary efforts at transformation through various compassionate ministries strategies. The journal concludes with Jorge Julca's insightful treatment of Wesleyan education in an explicitly South American context, setting a trajectory toward our next edition. These articles serve as a helpful collection addressing our common Wesleyan heritage yet shaped by culture and pedagogical concerns. We are deeply indebted to David Ackerman, editor of *The Mediator*, a journal published through Asia Pacific Nazarene Theological Seminary. The articles written by Reverend McEwan and Dr. Truesdale were also printed in that journal. For more information concerning *The Mediator* please write. *The Mediator*; Asia-Pacific Nazarene Theological Seminary; Ortiga Ave. Ext., Kaytikling; Taytay, 1920 Rizal; Philippines; email <mediator@apnts.com.ph>

Our **next edition of *Didache: Faithful Teaching*** will hopefully represent our full format. The theme of the edition will move our readers and contributors from our common heritage to our diverse contexts. **I would invite you to consider submissions around the theme of Global Education.** It is also the current issue of a series of texts by Princeton's Center of Theological Inquiry, providing fresh resources to spur our investigations. No other topic dominates our horizon as an international community of educators and no other topic centers the conversation of this journal. How does our global setting influence our attempts at faithful teaching? What should be our response to recent conversations about globalization that raise questions concerning the positive and negative influences? What is the true state of this complex, deeply nuanced term? Are there common characteristics that define the nature of our students around the

globe or are our descriptions of persons inherently culturally conditioned? How should we then understand the role of the gospel and what would be a “global” Christian faith? Can we appropriate aspects of our particular cultural settings to weave a global context and, if so, what would be the nature of that context? These and other questions are open for consideration.

Beyond this general theme we do invite other research and insights from practice. Not all articles must explicitly address cultural concerns since we often do our best work focusing on particular theological issues or educational method alone. If you have a particular project that you wish to share that would be helpful to others concerning education, faith or culture please contact us with your submission.

For now submissions may be made to me directly and they will be forwarded to the appropriate member of the review committee. Book and resource reviews are also welcomed. Form and Style may vary according to discipline but we do request in-text citations when possible with a standard twelve-point font (courier, times new roman, etc.). Make submissions in Microsoft Word or rtf (text only) files to dblevins@trevecca.edu. Deadline is September 2001; Anticipated publication will be January 2002.

I am deeply indebted to Mike Vail, education consultant for the International Board of Education (Church of the Nazarene) and Daniel Scott, the Webmaster for the International Church of the Nazarene. I also want to thank Dr. Truesdale and the rest of RIIIE for their vision and confidence in *Didache: Faithful Teaching*. Listed below are our current members of the advisory committee, men and women who will serve as guides and supporters of the journal.

Grace & Peace,

Dean G. Blevins

(Trevecca Nazarene University), Sr. Editor

Advisory Committee

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