

From the Editors

David R. Bauer

This issue marks the beginning of the third year for this journal. And we have been tremendously gratified by its initial success. The thoughtful and incisive articles by both mature, globally recognized scholars and those who are at the beginning of their academic careers have been well received. We can report approximately 7500 downloads from 97 countries.

The present issue is a worthy successor to those appearing over the past two years. Creig Marlowe joins the longstanding debate regarding the purpose of Genesis 1:1–2:3, particularly whether this creation account aims to describe the actual process of creation or is concerned rather to make exclusively a theological statement. Marlowe addresses this issue by re-examining matters of genre (and particularly poetry) and structure. He offers a careful and highly nuanced conclusion.

Gary Cockerill challenges typical ways of understanding the Gospel of Mark by arguing for a four-fold division of the book. In his estimation, Mark adopts a stepped structure in which each major division of the book presents a new aspect of discipleship. This structuring causes readers to identify with those whom Jesus calls, thus offering the reader an invitation to follow Jesus, a following that involves especially affirming Jesus as Son of God and adopting his path of suffering.

Timothy Christian investigates Matthew's "eschatological discourse" (chs. 24–25) by addressing the persistent problem of the relationship between the questions standing at the beginning of the discourse and Jesus' statements in the remainder of that passage. Christian helpfully surveys the history of scholarship on this question, showing that no consensus exists on this important matter. He then engages in a careful structural examination, replete with detailed exegetical analysis, demonstrating that Jesus does in fact address the questions posed, but in reversed sequence. Christian concludes with implications of his structural study for an understanding of the eschatology of the discourse.

This issue contains another installment in the series of chapters originally published in Howard Tillman Kuist's *The Pedagogy of St. Paul*. In Chapter Seven Kuist explores the "Psychological Elements in St. Paul's Appeal." Kuist analyzes the role of feelings in Paul's presentation of

himself, his readers, and in the relationship between him and his readers. Kuist is concerned to show how Paul employs feelings and attitudes, along with other psychological considerations such as imitation and suggestion, to move the wills of those under his ministry.

Dorothy Jean Weaver provides an intriguing account of her journey in inductive Bible study. Weaver teaches at a leading Mennonite seminary, and represents the significant impact the inductive Bible study movement has had in Mennonite circles. Mennonites formed a significant block of students at The Biblical Seminary in New York; and inductive Bible study has been vigorously taught at several Mennonite institutions. Weaver offers an engrossing description of her growing love for the Bible and for the study of the Bible from early childhood to her experience as a mature New Testament scholar. Her discussion of the role of inductive Bible study in her seminary teaching and her academic research and writing is highly instructive for all who teach the Scriptures, both in the classroom and in writing. Readers will be particularly interested in the ways she relates the inductive approach to narrative criticism.