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The God of Love and Justice



God is love. So says 1 John 4:8 and 16. The entirety of the Bible testifies to this fact. The Christian faith is centered around God's character of love. Love is at the core of who God is, at the core of everything that we believe, and should be at the core of everything we do. Accordingly, the way we understand love affects the entirety of our faith and practice. If, for example, one believes that God's love must be earned or merited, a person might think that God does not love them because they are sinful and unworthy. And, in relation to others, one might expect others to merit love—a recipe for disaster.

In this and many other ways, how we understand God's love has massive implications for our faith and practice. Yet, what is love? If you ask ten people to define love, you might get ten different answers. Even among Christians, there are many myths and misunderstandings about God's love.

For example, Christians offer different answers to the following questions:

Does God's love only give but never receive? Is divine love purely self-sacrificial, or might God also delight in and be pleased by humans? Is God's love emotional? Does God really care about humans? Can God's love be rejected or forfeited? Does God enter into a back-and-forth love relationship with creatures? Is anger incompatible with love? How do love and justice go together? If God is love, why is there evil in this world, and so much of it? Can humans love the way God does? If so, what would that look like?

The answers to some of these questions might seem obvious but are often disputed

in Christian treatments of divine love. And many answers that are sometimes taken to be obvious turn out on closer inspection to be incompatible with what Scripture teaches about God's love.

We will not address all these questions at once, but we will take up these and other questions throughout this quarter. And we will see that God's love is far greater than we might think. God's love as depicted in Scripture is far superior to the ideas that pass for "love" in much of our world today. In the coming weeks, we will look more closely at some of the most prominent and beautiful aspects of God's love that are revealed in the Bible.

As the Bible portrays them, divine love and justice go together in such a way that you cannot have one without the other.

And, as we continue on, we will see how divine love and justice are inextricably connected. The God of the Bible loves justice *(see, for example, Isa. 61:8).* And, as the Bible portrays them, divine love and justice are so interconnected so that you cannot have one without the other. Because God is love, He is deeply concerned about injustice and suffering in this world, and He identifies Himself with the oppressed and the suffering, willingly entering into the pain and grief that evil has wrought in creation—Himself suffering most of all, so much so that God Himself is the greatest victim of evil.

Throughout the Bible, God is repeatedly grieved and pained by evil and suffering because He loves each person more than we can possibly imagine. One can see the depth of God's love in the lament of Christ over His people when He said: " 'O Jerusalem, Jerusalem, the one who kills the prophets and stones those who are sent to her! How often I wanted to gather your children together, as a hen gathers her chicks under her wings, but you were not willing!' " *(Matt. 23:37, NKJV).*

The God of the Bible, who is love, is often portrayed throughout Scripture as brokenhearted and grieved by love rejected and love lost. The entire story of Scripture is about what God has done and is doing to restore love to every corner and crevice of the universe. This and much more is the topic of this quarter's lessons.

John C. Peckham is an associate editor of the Adventist Review. *At the time this guide was written, he was a professor of theology and Christian philosophy at the Seventh-day Adventist Theological Seminary at Andrews University.*

How to Use This Teachers Edition

"The true teacher is not content with dull thoughts, an indolent mind, or a loose memory. He constantly seeks higher attainments and better methods. His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his [class]."
—Ellen G. White, *Counsels on Sabbath School Work,* p. 103.

To be a Sabbath School teacher is both a privilege and a responsibility. A privilege because it offers the teacher the unique opportunity to lead and guide in the study and discussion of the week's lesson so as to enable the class to have both a personal appreciation for God's Word and a collective experience of spiritual fellowship with class members. When the class concludes, members should leave with a sense of having tasted the goodness of God's Word and having been strengthened by its enduring power. The responsibility of teaching demands that the teacher is fully aware of the Scripture to be studied, the flow of the lesson through the week, the interlinking of the lessons to the theme of the quarter, and the lesson's application to life and witness.

This guide is to help teachers to fulfill their responsibility adequately. It has three segments:

1. **Overview** introduces the lesson topic, key texts, links with the previous lesson, and the lesson's theme. This segment deals with such questions as Why is this lesson important? What does the Bible say about this subject? What are some major themes covered in the lesson? How does this subject affect my personal life?

2. **Commentary** is the chief segment in the Teachers Edition. It may have two or more sections, each one dealing with the theme introduced in the Overview segment. The Commentary may include several in-depth discussions that enlarge the themes outlined in the Overview. The Commentary provides an in-depth study of the themes and offers scriptural, exegetic, illustrative discussion material that leads to a better understanding of the themes. The Commentary also may have scriptural word study or exegesis appropriate to the lesson. On a participatory mode, the Commentary segment may have discussion leads, illustrations appropriate to the study, and thought questions.

3. **Life Application** is the final segment of the Teachers Edition for each lesson. This section leads the class to discuss what was presented in the Commentary segment as it impacts Christian life. The application may involve discussion, further probing of what the lesson under study is all about, or perhaps personal testimony on how one may feel the impact of the lesson on one's life.

Final thought: What is mentioned above is only suggestive of the many possibilities available for presenting the lesson and is not intended to be exhaustive or prescriptive in its scope. Teaching should not become monotonous, repetitious, or speculative. Good Sabbath School teaching should be Bible-based, Christ-centered, faith-strengthening, and fellowship-building.