

---

# Pro Rege

---

---

Volume 4 | Number 3

Article 1

---

March 1976

## Editorial

John B. Hulst  
*Dordt College*

Follow this and additional works at: [https://digitalcollections.dordt.edu/pro\\_rege](https://digitalcollections.dordt.edu/pro_rege)



Part of the [Christianity Commons](#), and the [Higher Education Commons](#)

---

### Recommended Citation

Hulst, John B. (1976) "Editorial," *Pro Rege*: Vol. 4: No. 3, 1.

Available at: [https://digitalcollections.dordt.edu/pro\\_rege/vol4/iss3/1](https://digitalcollections.dordt.edu/pro_rege/vol4/iss3/1)

This Editorial is brought to you for free and open access by the University Publications at Digital Collections @ Dordt. It has been accepted for inclusion in Pro Rege by an authorized administrator of Digital Collections @ Dordt. For more information, please contact [ingrid.mulder@dordt.edu](mailto:ingrid.mulder@dordt.edu).

# Editorial

---

As I write this editorial the faculty and students of Dordt have just completed a holiday break of more than three weeks, and are about to begin the second semester of the 1975-1976 academic year. This three week holiday period was well-spent. In addition to much needed rest and relaxation, it offered an opportunity for a two day meeting of the faculty.

During the first part of the faculty meeting members of the Board of Trustees were also present, and the time was spent in discussing two revised chapters of the College's statement of purpose, Scripturally-Oriented Higher Education. These chapters consider the relationship of the sphere of education to other societal spheres and the task of the educational sphere itself.

The discussion was vigorous and intense. It concentrated on such questions as the following: How is the sphere of education to be defined? What is the source and nature of the authority exercised by the teacher? What do we mean when we say that education is concerned with "science?" May we, as Christians, accept and work in terms of the concept of "the liberal arts?" To what extent can Dordt meet the varying needs of the Kingdom without jeopardizing its central purpose as a Christian liberal arts college?

As I have already noted, the discussion was vigorous and intense. There are differences of opinion concerning these matters within the Dordt faculty, but they do not finally divide us. Instead the differences and the discussion concerning the differences have resulted in a deepened understanding of what is involved in and

demanded by scripturally-oriented higher education.

Why are we not divided? Because, while we may differ on certain issues, we all agree with what is stated in the conclusion of the revised Chapter Three, "Education: Its Implementation":

Accepting the office of teacher means that he is truly a man of God in Christian scholarship. In covenant fellowship with his Redeemer and directed by the Scriptures, he is to search out the underlying structures which have validity in his particular science. He is also to seek an understanding of the integral relationship of his science to all the sciences, using all the tools of Christian scholarship to achieve this. In the same spirit he is to lead his students to behold God's activity in creation, qualify them for obedient service, challenge them with the total Kingdom life, and bring them to a greater devotion to the Christ, the King of the redeemed humanity and of the new world order (p. 14).

It is this agreement which does not allow differences to divide us and, at the same time, enables us to confront the challenges of a new year and a new semester. It is this united commitment which has also made it possible to publish yet another issue of Pro Rege. We trust that the reader will sense this basic agreement and united commitment in the articles which follow.

J. B. H.