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Editorial

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Editorial

Throughout its history Dordt College has endeavored obediently to acknowledge biblical principles in education. When the establishment of a Christian college in Iowa was first considered by Classis Ostfriesland, in 1937, the purpose was

. . . to give young people an education that is Christian, not merely in the sense that devotional exercises are appended to the ordinary work of the College, but in the larger and deeper sense that all the class work, all the students' intellectual, emotional, and imaginative activities shall be permeated with the spirit and teaching of Christianity.

This purpose has subsequently been reflected in a number of statements published by Dordt College. A 1961 document, entitled "Educational Task of Dordt College," declares that "All education must be Scripturally oriented." A 1968 purpose statement, *Scripturally-Oriented Higher Education*, recognizes that the covenant parent "in agreement with his Covenant-Kingdom philosophy, . . . demands an education for his child that is Scripturally oriented" (p. 26). And, again in 1979, a revised statement of purpose, *The Educational Task of Dordt College*, confesses that "the Bible provides the determinative and essential principles for a Christian educational philosophy" (p. 2).

Once this purpose has been stated, however, it is the responsibility of the Dordt College faculty further to define and im-

plement this purpose in the actual academic program of the College. This responsibility has at least two aspects: first, the continual re-formation of present courses and, second, a biblical understanding of new courses—not only of the courses themselves, but also of their relationship to the other courses in the curriculum.

In the September, 1980, *Pro Rege* we presented an article by Professor Charles Adams, "Engineering in Reformed Perspective," in which he gave a Reformed, biblical perspective on the place of a program of engineering courses in a Christian college curriculum. In this issue of *Pro Rege*, in an article entitled "Computer Science: Brave New Field," Professor Gerald Hoekema points out that computer science is a relatively new, but very important addition to college curricula. Having described the tremendous increases in computer technology, he then asks: "What does all this astounding technological explosion have to do with an academic institution, particularly a Reformed, Christian academic institution?" It is good that Professor Hoekema asks this question, for Dordt has recently decided to offer a major in Computer Science. It is good also that Professor Hoekema seeks to answer this question. But he should not be left to himself in making this inquiry. Others in the Christian academic community should join him in seeking to "provide leadership in this rather crucial, life-affecting area" (p. 5).

J.B. Hulst