

# Finding Success in a Changing World

by Dr. Steven Winteregg

WHEN LEWIS CARROLL dropped little Alice into her Wonderland adventures, he sent the curious child into a world where things could change in an instant. She had to be ready for anything, whether it was speaking French to a mouse or negotiating a fair trial with the Queen of Hearts.

Today’s college graduates also face a world of change, accelerated in many instances by the current economic downturn. As change inevitably occurs — and at a much quicker pace — it is important to be reminded of the value of the humanities. How can studying communication arts, history, government, language, literature, music, or art prepare students for careers in a constantly morphing society?

The days of working for one employer and retiring with a gold watch and a pension are essentially over. According to James Mannoia, author of *Christian Liberal Arts: An Education That Goes Beyond*, it is not uncommon for people to change jobs five times before they are 40 and to even switch professions three to six times in their lifetime. In order to do that, a person needs to have mental agility as well as a broad background.

Arthur Holmes, a professor at Wheaton College, wrote in his book *The Idea of a Christian College*, “We are reminded by those who try to buffer against ‘future shock’ that our present job skills will soon be outmoded, and that the things we learn to do now will be vastly different in a few short years. Education should therefore prepare us to adapt, to think, and to create.”

In a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Hart Research Associates in 2006, at least 70 percent of employers said they wanted colleges to place more emphasis on global issues, critical thinking, analytic reasoning, written and oral communication, creativity and innovation, intercultural competence, and real-world knowledge. These are all areas of specialty in the humanities!

Traditionally, the humanities have been recognized for their contribution to the development of a student’s character, especially in the areas of values and ethics. In that same Hart Research survey, at least 50 percent of employers said they wanted more emphasis on cultural values and ethics. Unfortunately, with the growing trend toward moral relativity, the humanities in the public sector have lost their ability to develop a person’s character. In fact, one now has to question what values are being developed and whether they are consistent with biblical truth.

However, when all viewpoints are given equal weight, moral values become the preference of the individual rather than a collective characteristic of society. Thus, common values no longer connect us with the past, they no longer connect us to one another in the present, and they no longer shape society in a shared direction for the future. Where there is no common set of values, the humanities themselves are devalued. The emphasis is placed on the individual and not on God. Not only has today’s student been left with a plethora of viewpoints and no sense of direction, but humanity has also become the object of worship.


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In the Christian university, however, the humanities still retain the ability to develop strong character because there is an objective viewpoint that undergirds the discipline. When we recognize that God is the object of worship as well as the source of truth, the study of His created beings and their creations — when evaluated from the standard of biblical truth — becomes an important part in determining moral values and in sifting through the myriad of worldviews.

For all these reasons, the study of the humanities is important to Cedarville students. When John Stuart Mill gave his inaugural address in 1867 upon his election as rector of the University of St. Andrews, he made the following statement: “Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians.”

Dr. Larry Brown of Lipscomb University took this idea a step further when he said, “A premed student may learn more about the value of human life in a literature or philosophy course than in all of medical school. A business major may realize through a

course in art or music appreciation that there are riches other than monetary ones to be enjoyed in this world.”

No matter what they’re earning a degree in, students at Cedarville study the humanities in order to address the questions of life and apply what they have learned in their Bible minor. As a result, they develop the vital skills they will need to navigate our rapidly changing world — not only from a professional standpoint but also from a spiritual one. 



Dr. Steven Winteregg serves as dean of the school of humanities. He holds degrees from the University of Cincinnati College-Conservatory of Music, Wright State University, and The Ohio State University. He is an award-winning composer and has had many of his compositions performed around the world. He has also served as principal tuba for the Dayton Philharmonic Orchestra and is currently a member of the DPO’s board of trustees. You may contact him at [winteregg@cedarville.edu](mailto:winteregg@cedarville.edu).

## Training the Next Generation of Educators

Dr. Floyd Elmore ‘77 and his wife, Pam (Repine) ‘01, have found a way to combine their passions for missions and teaching. Floyd, a former Cedarville Bible professor and department chair, now trains future pastors and teachers at seminaries in Costa Rica and Cuba.

In 2001, the couple left Cedarville to take on the pastorate of Faircreek Church in Fairborn, Ohio. “One of the reasons,” Floyd said, “was because the church offered us eight weeks a year to be involved in missions, which gave me more flexibility.”

Floyd’s work at Faircreek eventually connected him with the Cuba Partnership, a group of churches and missions organizations working together to rebuild the Las Palmas Camp and Conference Center in Cuba.

But before going to Cuba, Floyd started teaching in San Jose, Costa Rica, at Esepa Seminary, an education partner with Las Palmas. Soon afterward, Esepa not only asked Floyd to coordinate the Cuba education project but also invited him to serve as the seminary’s academic dean. The Elmore’s now live and work in Costa Rica, and Floyd travels to Cuba twice a year to train future leaders there.

“Although Cuba has three seminaries,” he said, “none of them is large enough to hold a master’s program independently. Esepa now offers graduate-level courses that allow the other seminaries to train their professors without relying on foreigners.”



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Where  
Are They  
Now?