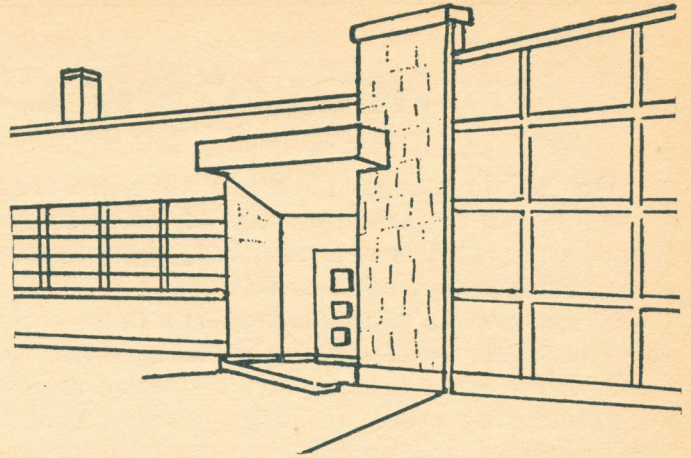


# The Dordt Diamond

Student Publication of Dordt College,  
Sioux Center, Iowa



Volume V

Friday, September 22, 1961

Number One

## Dordt Enrolls Record Number

### 227 Registered

Student enrollment at Dordt College has increased from 161 students last year to 227 this year. One hundred forty-one freshmen and eighty-six sophomores make up this number.

The girls at Dordt number 130. Eighty of these are freshmen. There are 61 freshmen boys and 36 sophomore boys.

Students coming from the different states and Canada number as follows: Iowa 100, Minnesota 53, South Dakota 20, Wisconsin 12, California 7, Montana 5, Michigan 3, Colorado 8, Washington 10, Delaware 1, Massachusetts 1, Illinois 1, North Dakota 1, and Canada 5.

Nine freshmen and 5 sophomores are taking the pre-seminary course. There are 66 freshmen and 42 sophomores taking the teacher training course while 61 freshmen and 39 sophomores are taking the general course. Five freshmen are unclassified.

Twenty-nine girls are residing in the two Dordt dormitories. One hundred fifty-seven students are living in private homes, while 41 live at their own homes.

Dordt has 12 faculty members this year. They are Dean Douglas Ribbens, Stanley Boertje, Dale Grotenhuis, William Lothers, Garrett Rozeboom, Theodore Sjoerdsma, Peter Van Beek, Cornelius Van Schouwen, Nick Van Til, and John Zinkand.

Three class representatives chosen from each class will represent the students on the student activities council throughout the school year. Those representing the freshmen class are Art Van Tol, Don Reinders, and Rodney Vander Ley. Those representing the sophomore class are Fred Groen, Carol Krediet, and Gloria Meyer.

A new advisory system will be

(Continued on page four)



Betty Blankespoor interviews Dr. Garrett G. Rozeboom (on the left) and William Lothers. Dr. Rozeboom's interview will appear in the next issue.

Mr. William Lothers, new instructor in speech and English, received his elementary education in the public school system of Oklahoma. In 1949 he graduated from Oklahoma Agriculture and Mechanical with his A.B. degree, then taught high school speech in Guthrie, Oklahoma. He attended Northern Presbyterian Seminary in Chicago for a year, then transferred to Faith Seminary in Philadelphia, where he was in attendance three years. After serving a year as supply pastor at the Bible Presbyterian Church in Sapulpa, Oklahoma, he returned to the University of Oklahoma for his master's degree in speech. While doing graduate work here, he also served as

supply pastor of the Southern Presbyterian Church of Minco, Oklahoma. At Greenville College, a Free Methodist school, he taught speech full-time for three years—the fall of '57 to the spring of '60. The summer of '60, the '60-'61 school term, and the summer of '61 were spent at the Michigan State University in graduate work in speech.

He married the former Charlotte Hoogstrate in the summer of '56. She has a diploma from the Moore Art Institute in Philadelphia and for three years taught art, speech, and English at Greenville College. The Lothers have no children.

(Continued on page four)

## --EDITORIAL--

Dordt College is on the move. Sophomores will admit that in many respects the Dordt College of last year no longer exists. Of course, there still is a Dordt; but, changes are constantly being made, changes that make Dordt differ a great deal from year to year. The growth of this college is a matter of statistic and fact. To summarize: we have more students, more teachers, more classrooms, more campus, more facilities more courses, more of everything, including problems. My question is, have the students at Dordt changed with everything else? I speak of change in the direction of growth and improvement. To restate: Have we as individuals and as parts of a group, the student body, kept pace with the growth and progress around us? One might counter that students are students, they simply do not change from year to year. True, two years here will leave you a little older, and in some cases, a bit more educated; but that happens to every person who goes to Dordt, and in constantly recurring cycles, so that is not real change at all.

Possibly then it is unfair to look for continually greater things in something that has no potential for change. That is not the case where students or student bodies are concerned. To illustrate, we certainly look for greater things from our choir now, than we did five years ago. Also, Dordt's library has to be constantly expanded, both to meet standards and to maintain its usefulness. This is to be expected, this is natural. Things have to have their beginnings, but they do not remain static afterward. The same is true of Dordt's student group. We have to be constantly building on what others have begun for us in past years.

In what areas do student bodies build and improve. Think of collegiate atmosphere for a moment. We all recognize the fact that a collegiate atmosphere does, or should, differ from that of a high school. In college we must feel a greater sincerity of purpose. Our actions must be meaningful. We have to put aside things frivolous, and concern ourselves with the greater responsibilities at hand. These things just are not expected in high school, but are demanded in a college situation.

We have to strive for a truly collegiate intellectual atmosphere. Our everyday conversation must reflect, in both form and content, that we indeed are seriously seeking an education. Greater use must be made of our library facilities. Good books and good magazines, and more of them, should enlarge our literary diet, and thus enlighten our conversation.

We must keep pace spiritually also. Our increased enrollment should facilitate the organizing of groups and clubs with a distinctively spiritual emphasis. Chapel participants should be easily obtainable.

Choose whatever area you wish, improvement is needed. Dordt college is changing, moving ahead. Let's keep pace.

John Rozeboom

### THE ROZEBOOMS TOUR EUROPE

Dr. Garrett G. Rozeboom, instructor in education and psychology, and Mrs. Rozeboom toured Europe this past summer from June 1 through August 19.

The Rozebooms left New York City on board the Dutch liner, *Palace Afloat*. They arrived in Paris, France, on the 16th of June to see such tourist attractions as the Eiffel Tower and the Palace of Versailles. From here the tour led them to Switzerland's farmlands, mountain lakes, and the Alps. They then moved southward to visit Italy with its Isle of Capri, Rome, Florence, the Leaning Tower of Pisa, and Venice. "Italy is a truly beautiful land," said Dr. Rozeboom, "but one populated with poverty."

Moving northward, the Rozebooms visited Germany. Dr. Rozeboom commented that "the Germans are a friendly people and very helpful," and that they seemed grateful for the aid which the United States had extended to them since the end of the second World War.

In the Netherlands the Rozebooms were able to observe the rebuilding program which the Dutch have engaged in since the devastation of the War. Their tour then crossed the "ditch" to Scotland where they were able to attend the production of Shakespeare's "Richard III." In London they were able to observe the British Parliament in action.

The Rozebooms then returned to the Netherlands and while there visited the city of Dordrecht (where the international Synod of Dordt was held in 1618-1619—and after which Synod's decisions or canons Dordt College takes its name).

### THIRTY YEARS OF SERVICE

The anniversary of thirty years of special Christian service will soon be commemorated by a member of the Dordt College faculty. Rev. Cornelius Van Schouwen, teacher of Bible and physiology, was installed and ordained as pastor of the Archer Avenue Christian Reformed Church on September 20th of 1931. He also served as pastor of the De Motte, Indiana Christian Reformed Church. Rev. Van Schouwen, one of the faculty chapel leaders, served in the chaplaincy of the U.S. Army from 1943 through 1946 and traveled through many European countries. Before making Sioux Center his home in 1954, he taught at Western and Illiana Christian High Schools. At present the associate pastor of the First Christian Reformed Church of Sioux Center, Rev. Van Schouwen, is working for a Master of Theology degree.

In spite of the many fields in which he has served, and the years of study he has completed, Rev. Van Schouwen says of his life, "The past thirty years have been interesting and exciting, but far too short to do all the things I wanted to do."

## Spectrum

The Russian bear is again actively engaged in a severe crisis, a crisis which has already resulted in barb wire, barricades and bombs. Concerning the situation in Berlin, Edward R. Murrow has written "The hogs have put up fences to keep the people in." Undoubtedly, Nikita has employed "terror diplomacy." Khrushchev has attempted to pressure the West into concession. I think it is interesting to observe the course the Democratic administration has taken to counteract this diplomacy.

President Kennedy has said, "We, of course, stand ready to fight to defend our basic interests in Berlin." This view of the President is staunchly supported by Congress and the majority of the American citizens. The policy which "we" have endorsed is sometimes called "inflexibility." I think it can be observed that this basic readiness to fight if necessary is the embodiment of "brinkmanship" of the late John Foster Dulles. He, of course, advocated the policy of letting your enemy know you are willing to risk war to avoid war. There are those who differ from this view. They shortsightedly look at his words to be an empty threat. They shutter at a policy of resoluteness. Yet I agree with Mr. Dulles and our Administration that this is the only way to warn a potential enemy not to miscalculate our strength or our purpose. However it is not my intention to render accolades to this idea of the dead; but rather let us return to the land of the living. How long it is to remain with threats of thermo-nuclear holocaust I cannot say, nor do I want to, because at this time I am not particularly concerned to know if the world is to end with a wail or with a whimper.

In President Kennedy's inaugural address he stated that we should not fear to negotiate or to negotiate in fear. There are those today that are strongly in favor of negotiations with the Communists. They contend that the unified West is in a better position than it was a few months ago and that neither side actually wants armed conflict. They believe negotiations would subsequently reduce, if not remove, the danger of war. People who believe this often assail the policy of inflexibility.

There are a number of things I think these people underestimate. They seem to deny that courage is a basic American characteristic. It requires no courage to become so "flexible" so as to desert moral principles in international life. It requires no courage to appease, to retreat, to accept promises from an unscrupulous enemy at a time when it is being argued that concessions and compromises are the way to avoid bloodshed. Negotiations may have implications of promise but how is the west to negotiate when

the Communists have narrowed the area of what is negotiable? The Soviets are willing to negotiate concerning a peace treaty with communist East Germany and the removal of western occupation forces from West Germany. This, of course, is diametrically opposed to the wishes of the West. It is difficult for me to see what we will profit by negotiating. How can one debate with a man who thinks he is always right and his opponent is always wrong, who considers his cause good and all other causes evil. The cold war is presently in a deadlock but I am afraid negotiations will also end in a stalemate. Perhaps the only way to avoid bloodshed and war is to compromise. But I am convinced that compromise will lead to concession, concession will lead to retreat, retreat to defeat, and finally we too will be walled in by a merciless enemy.

Some believe that the final showdown will not come until there is an actual physical threat to the allied presence in Berlin. We may well wish that the more it is delayed the less likelihood such a showdown will actually come.

Jack Kramer

## Touchstone

"Why Freshmen Fail"—The Atlantic Monthly, September, 1961, Vol. 208, No. 3.

Harold G. Ridlon, assistant professor of English at Tufts University, Massachusetts, in this article presents a timely and comprehensive analysis of the steady increase in dropout rate among college freshmen.

Ridlon sees students, parents, and teachers alike minimize the problems of staying in college and doing satisfactory work the first year. Even for those who survive the phenomenal dropout, writes Ridlon, "the problem of adjusting to college can be a harrowing experience." He intimates that the battery of tests taken by entering college freshmen are not true criteria to measure their abilities. He suspects that the tests "fall far short of revealing student originality, inventiveness, or capacity for intellectual growth under the demanding stimuli of the first weeks of college."

Ridlon, who has been in close contact for the past decade with such college students, places the reasons for freshmen ineffectiveness roughly into two categories: skills and attitudes.

Good-reading skills, which he terms primary to success in college, he finds sadly lacking. He finds entering college students failing to get out of their reading "what generally reasonable and understanding faculties feel they should get." He laments poorly-developed reading speed and suggests a method of training to loosen up the rigid pat-

terns of reading which many of us developed in high school. He sees a common failure of reading training in high school in the "insistence on the value of deep reading at the expense of broad reading." To achieve flexibility in reading he suggests two methods—devoting a few minutes each day for a month to read from different sources and/or prereading, attacking literature in three successive steps.

The ability to listen constructively Ridlon emphasizes as a second skill valuable for success in college. In high school, discovered Ridlon, effort is made to develop the other three communication skills—reading, writing, and speaking—but listening is "hopelessly neglected as a particular skill requiring systematic training and controlled practice." A conviction of self-importance is said to hinder us from comprehending what we hear outside the orbit of our own narrow concerns.

Good thought—candid, dispassionate, objective thought—he lists as a third skill indicating college readiness. And quality of thought he finds "extremely difficult, if not impossible to measure accurately." In the convictions recorded by freshmen in their entrance tests, he perceives a possible paradox in America's educational system. The secondary schools are described as erecting edifices of "warped and distorted personal convictions which the colleges must take time to demolish and then rebuild under the long, stabilizing shadow of history."

The attitudes blocking a successful and satisfying freshman year are pictured as revolving around a central pole of self-consciousness. Attitudes of fear, anxiety, selfishness, aggressiveness, timidity, and lethargy, he writes, "often spring from unwholesome conceptions of the relationship between self and society."

In his concluding topic the author suggests applicable methods of helping college freshmen to survive and enjoy their first year of college. To our college he suggests a six-week reading and study improvement course. To our parents he suggests consideration of the severe demands made by college life on students. He outlines a typical schedule allowing few minutes to write letters home and he exemplifies psychological burdens often imposed on students by their parents' attitudes toward college. To us students he accentuates the necessity of individual courage to examine our lives and selves, of insight to read into ourselves and others beyond the merely showy, illusory surfaces of books, ideas, and people, and of responsiveness to our opportunities.

Ridlon summarizes his analysis with a concisely thorough statement of especial interest to the Christian student and educator. He quotes Mark Van Doren, "The educated man is neither scared by novelty nor bored with it."

Betty Blankespoor

## HUISKEN KENS SPORTS

Sports activity on the Dordt campus during the first few weeks of school has been practically nil. Physical education classes have not yet been arranged and an intramural system is not yet active. Furthermore, there is a total absence of the fall sports such as football, soccer, and cross-country. To be sure, the maximum physical exertion took place at the annual mixer. It is this lack of intercollegiate athletics to which this article calls attention.

Dordt College at present participates in an intercollegiate athletic program with competition centered wholly around basketball. Thus, in the past, not only the major emphasis but the entire emphasis has been placed on basketball. This is fine for basketball-loving students and faculty, the basketball players and those of the surrounding community who enjoy watching a higher grade of basketball. Basketball nicely fills in the greater part of the sports year, provides healthful entertainment for the student body and is rewarding to those directly involved. But what of those whose major

sports interests do not reach into the basketball world? What about those, and there are many, who are skilled in some other worthwhile sport such as baseball, track, or swimming? These interests are not satisfied at Dordt College. Those who seek the observation of or the participation in a sport other than basketball must look elsewhere. Interest is surely great enough, or could easily be aroused, for some other sports. Prospects seem to be great for the organization of a Dordt College baseball team or a Dordt College track team. The recruiting of participants would present no problem. Similarly, outfitting either a baseball team or a track or cross-country team would be of minimum cost. What have been the hindering factors of Dordt's intercollegiate athletic program? Is there a remedy to the present situation? If a remedy exists, action toward the expanding of Dordt College's intercollegiate athletic program should be taken immediately. A greater contribution to the student "esprit de corps" would be welcomed.

Jon Huisken

## Diagonal

Of all the trials and tribulations which convulse the quaking freshman heart as he enters Dordt College, the one which he awaits with supreme trepidation is the writing of his first English theme.

The news of this upcoming ordeal came to many freshmen as long as a year ago, when those who now claim the distinction of being sophomores languished where now we find ourselves. These freshmen of yesteryear fell often into lamentations thoroughly saturated with self-pity and directed at the ear of the anxious and gullible high school senior. Foremost throughout these moanings was the account of the English course and its teacher who somewhere had acquired the deplorable habit of equating a single error in grammar or spelling with an "F" for the entire paper. Examples of Mr. De Boer's ferocity, offered by way of proof, completed the effect, and the listener would walk away from his distraught companion with pity in his heart both for present and future sufferers.

Recalling these dire predictions this year's freshmen composed their first English paper. They wrote and rewrote, corrected and re-corrected, and finally along about the seventeenth draft settled down to perfect and polish the job. And always foremost in the minds of all was the English teacher and the knowledge that it would take only one miscue, and somehow this austere gentleman would be transformed into a shrieking eagle with dark-rimmed spectacles who would mercilessly descend upon the sweat-sodden themes with a smoking "F" in his talons. As in past years, needless to say, the themes were eventually completed, proofread for the last time, and handed in.

Somewhere on a lofty crag, perhaps even as these words are penned, a relentless eye roves to and fro across a sheet of theme paper. Oh Eagle, have mercy!

Don Reinders

## STUDENT ENROLLMENT

(Continued from page one)

used this year. All freshmen students are divided into small groups of about 14 each. Each group has its faculty advisor with whom the students may talk over their problems. All sophomores are in one group with Dean Ribbens as their advisor.

All students were presented with handbooks which include the rules and "understandings" enforced at Dordt. Topics discussed are as follows: orientation and advising, academic matters, student conduct, services, and activities, library, business office affairs, dining hall, housing, general regulations, and where to get help.

## LOTHERS . . .

(Continued from page one)

Do you enjoy any specific hobbies? I am presently constructing an anthology of illustrations and also enjoy sports such as tennis and handball. Also, I enjoy listening to good recordings on my high fidelity set.

What appeal did teaching in Dordt hold for you? The educational program of the Christian Reformed Church impressed me and also the friendliness of the board and faculty members. I also felt the school would be closely knit since the majority of the students and faculty members have the same church background and doctrinal persuasion.

What were your first impressions of our campus, faculty, and students? The campus is beautiful and very well-kept, the faculty warmly receptive, and the students friendly and co-operative.

Do you have plans for future development in school activities in the speech department? I would like to form a debate team, organize various forensics, activities, and stimulate interest and further progress in the Drama Club.

How high do you find Dordt's academic and activity standards? They appear satisfactory and have shown outstanding progress since 1955.

What are your objectives as a Christian teacher? I've chosen teach-

ing as an outlet to put my talents to use so God may receive all the glory.

Was there any particular phase of your life you especially enjoyed? Yes, my pastorate at Minco was a truly rewarding experience.

What kind of student do you admire? One who shows a real desire for improvement and extends much effort in his studies.

Where are you and Mrs. Loters now living? In a rented house two miles north of town, the Country Motel.

## Organ, Piano Purchased

A Schiller Grand Piano and an Allen Organ were purchased prior to this school year from the Hartog Piano and Organ Company of Edgerton, Minnesota, to increase the opportunities of the many students here with keyboard experience.

The piano has been placed in the music room so it can be used by the choir, choruses, and ensembles. In addition, it will be used by six students who are taking piano lessons from Miss Reimann of Hull, Iowa. They will receive college credit for these lessons.

The organ, placed in the auditorium, is now utilized in the chapel exercises. It will also be used for special programs such as the Fine Arts Program. Moreover, four students, who will receive college credits for their organ study, taking organ lessons from Mrs. Jewett of Le Mars, Iowa.