This is not a typical issue of the Dordt College Diamond. It is a special issue presented for special reasons. Few are the occasions that allow a student body to witness first-hand the spectacular growth of their alma mater, even as we indeed are now witnessing the expansion of Dordt College. Perhaps even more seldom do opportunities present themselves to directly aid a cause that is by nature so near to us. It is the purpose of this issue to present student point of view, student conviction, and student pleas concerning the forthcoming expansion of both the physical plant and the academic offerings of Dordt College. This we hope to do through the columns and articles that regularly appear in the Diamond. Yet this publication is different in the sense that it is devoted entirely to explaining the needs of Dordt College and what is about to be done to alleviate those needs. We of the staff hope that you will carefully read what we have to say. These are convictions born out of direct contact with Dordt and her problems. Here we attend class, we study, we learn, we are taught, we worship, we live. Please, hear us out.

John Rozeboom

Editor's note: The "Touchstone" is usually devoted to reviews of outstanding books or magazine articles. In keeping with this, Don Reinders has chosen to present a review of the history of Dordt College. Don is a freshman from Orange City, Iowa.

The projected expansion of Dordt makes desirable a short review of our fast-growing institution.

Although the cornerstone is dated as recently as 1955, the beginnings of Dordt can be traced to the spring of 1938. Consideration was given at that time by four midwestern classes of the Christian Reformed Church to the feasibility of establishing a Christian junior college in the Midwest. An exploratory committee was appointed.

The committee cited three areas in which a Christian junior college could be advantageously established. Foremost was their concern for providing a Christian education for those desiring higher learning. It was also agreed that the establishment of a col-

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The DIAMOND staff: from left to right, Don Reinders, Jon Huisken, Betty Blankespoor, Mr. Peter De Boer, John Rozeboom, Mavis Assink, Helen Van De Weerl, and Jack Kramor. Missing: Cindy Nibbelink, Albertha van Zanten, Mina Douma, Mary Hooper, Kathy Kramer and Wilmina Dekkers.

Marked with a “D”

Editor’s note: The editors of the DIAMOND are John Rozeboom and Betty Blankespoor, both sophomores. John is from Edgerton, Minnesota: Betty is from Inwood, Iowa.

Why Dordt College? The question is neither a new nor an outdated one. Again it is being raised, when plans for immediate expansion of Dordt’s physical facilities and academic offerings are in the making. The question remains. In face of the spring drive, an answer is imperative. The answer of a student may help to resolve the question.

The D emblazoned on our sweat shirts might as well be the initial letter of Distinctiveness. For distinctiveness is the why, the coveted goal of Dordt. And for this goal we students with our instructors are compelled to strive, most eagerly and earnestly.

I hope that we at Dordt have not been misunderstood in this matter of distinctiveness. Our college is not distinctive simply because she has chapel services, because she is society controlled and society supported. She is not distinctive merely because the majority of her students are members of the Christian Reformed denomination, and are of Dutch descent; because all of them are subject to rules of Christian conduct (Cf. Student Handbook). The freshman New Testament History and sophomore Reformed Doctrine courses hardly suffice to provide the distinctiveness we desire and need in our college. These indications of Dordt’s underlying distinctiveness can hardly form its essence, can hardly answer the why of our question.

We don’t need Dordt, then, to wave before the world such indications of distinctiveness. We don’t need Dordt to imprison youth within a sector of reality. Our initial question is not yet answered. We must dig to the essence, to the roots of her distinctiveness.

This is why we need Dordt, why we need Dordt expanded: Because of her motto, Soli Deo Gloria (Glory be to God alone), inscribed within the letter D. Because of her providing an education “whereby every expression of personality and culture will be dominated by the spirit and rule of the Word of God.” (Cf. Dordt College Bulletin 1961-62). The two expressions combined prove Dordt distinctive in her quest for that which according to the criteria of the Word glorifies God.

Dordt is indispensable by virtue of this distinctiveness, indispensable simply because she educates youth by the Word to God’s glory. She shapes and disciplines us youth who have chosen Christ instead of the world. It is at our Dordt College that we find our choice made more meaningful, more God-glorifying. We know and love the one true God who is behind all of reality. This God we come to Dordt to explore. We can do extensive exploring here because our instructors guide us with the Word. We must do such exploring so that our God may be discerned for purposes of glory. He can better be discerned if we come to know and understand that over against which we made our choice for Christ. Thus we can only discern in a college like ours where the whole of God’s reality is appropriated. Only such an appropriation by the Word and to God’s glory can make our college truly distinctive, and indispensable.

Assuredly appreciation is due those who early in Dordt’s history could foresee, through the haze of criticism and difficulty, that indeed there was a future for a Christian institution of higher learning in this area. To me it seems that here we have the true heroes of the saga of Dordt. Our debt is great to those men who, endowed with the vision, went on to unfalteringly follow it, and even to inutil it in the hearts of those less-believing around them. We must recognize the fact that time was when it demanded seemingly a foolhardy optimism to even dream of such a thing as a college in this area. Thank God that he did raise up leaders to guide thought and action in those crucial moments. Time and time again that very small thing which now is so large and real could have been crushed, almost without notice. Lack of interest at a single meeting or the tabling of one committee report could have resulted in a corn field in the place where now is our Dordt.

May we always remember the blessed situation we now enjoy and by the same token never forget those who made it possible. John Rozeboom.

“Whom Do We Appreciate”

A student at Dordt College is to be envied. Undoubtedly this is true. However as close as we are to the phenomenon called Dordt, we are often the last to realize the implications of the existence of this institution. One might suppose that our college merely evolved, that it is the product of natural processes, processes like those operative within many other moral and cultural groups. And thus it is easily understood that we might tend to underestimate the magnificence of the factors responsible for Dordt College. May this not be said of us.

I think it is well that we review for a moment some to whom the Dordt student does owe a debt of gratitude. Primarily there are the thousands of rank and file supporters, who have on occasion been willing to contribute toward the support of Dordt College. In most cases this support came in the form of funds, but also there are those who unselfishly gave time and effort for this cause—our cause.

We don’t need Dordt, then, to wave this off. It is at our Dordt College that we find our choice made more meaningful, more God-glorifying. We know and love the one true God who is behind all of reality. This God we come to Dordt to explore. We can do extensive exploring here because our instructors guide us with the Word. We must do such exploring so that our God may be discerned for purposes of glory. He can better be discerned if we come to know and understand that over against which we made our choice for Christ. Thus we can only discern in a college like ours where the whole of God’s reality is appropriated. Only such an appropriation by the Word and to God’s glory can make our college truly distinctive, and indispensable.

The distinctiveness implanted by Dordt will be the mark of us leaders cultured here. Just such marked leaders are in constant and pressing demand in our area. As Dordt grows, we will find corresponding growth in the number of marked leaders remaining within our area.

The Dordt I know is a sapling already producing marked blossoms. But it is time for her to mature and...
Calvinist tradition and doctrine. Similarly, we may appreciate the precision and insight with which our science department desires to stimulate and develop intrinsic knowledge of the natural and physical sciences, and weighs them too with primary recognition of our Biblical interpretation.

As students, we can proudly appreciate the vibrant enthusiasm our English department communicates in its thorough examination of literature, literature in its philosophies, its insights into man and man's thoughts and desires and actions, literature in its form, literature as recorded by men from centuries and ages of ideological differences—and again—we are given opportunity to analyze these ideologies and evaluate them in terms of our foundational Christianity.

As students we respect with pride the sensitive perseverance of excellence exemplified by our English department. We acknowledge here the recognition of communicative rendition of the best in classical and contemporary music, for the sake of interpreting, by perfecting talent and musicianship, the glorious goal of Christianity.

As students of Dordt College, we are appreciative of the Excellence effectuated in our two weekly chapel meditations. We are appreciative not only of its appropriate form and reverence but of the versatile views of encouragement and remembrance which student, faculty and guest speakers delineate for the growth of our spiritual values and concepts.

As students we are appreciative of the guidance, the influential concern of the faculty for the student as an individual and for the student in his quest for enthusiastic Christian individuality in the field he pursues.

As students of Dordt College we are proud of the Excellence exacted and the foundational quality which we feel is the root that has, through the support of our patrons, been strongly fortified in the rich soil of sought-for quality, as expatiated above. But we must have more than a strongly fortified foundation. Of what value is an orchard if only the roots of the trees are present, though founded in rich loam? But we know that if the root grows and matures and is fertilized, the tree will form also; and a well developed root will form a well developed tree, evenly branched, bearing prolific foliage, well developed bud, beautiful blossom, abundant, firm, well-moulded fruit.

As students of a college which has existed six and one half years, we may proudly say that we have a fertile root. We have a root of quality, a root of worth. And we have a cultural mandate: "... Subdue the earth... and replenish it..." Which demands that we pursue the development of this root, that we do not let that fertile root of seven years rest and wither. Our pursual of Excellence in philosophy, science, English and the arts must be the continued growth of a well-developed root into a firm, standing tree, evenly branched.

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Editor's note: "Spectrum" is usually a column devoted to a critical analysis of world events, often of a political nature. Jack Kramer is a sophomore from Orange City, Iowa.

Dordt College is constantly on the move. This may best be shown by a look at some statistics. Dordt began as a small college with thirty-five students and five faculty members. At that time there were a minimal number of courses offered. The library contained only a thousand volumes.

You will find it interesting to examine with me the growth of some of the years following. In the year 1957-1958, 140 students were in attendance under the supervision of eight instructors. The science laboratory was built and chemistry was added to the curriculum. By this time the library had increased to nearly 4,000 volumes. In this present school term, 1961-1962, the student body has grown to 250. The student body has grown to 250. The student body has grown to 250. This has been carefully studied by the administration and results in the decision. When the appearance will be 7,500 volumes in the library. The present curriculum is much larger than in the early years of the college. A variety of different courses have been added: Solid Geometry, Calculus, Physics, Chemistry, Music Theory and Harmony, and Second-Year Speech.

The fact that Dordt College has grown can not be disputed. It has been richly blessed by God in His grace. It seems to me as though one becomes entirely captivated by this progress, and with the continual benevolence of God we should view the future of Dordt with fascination and awe.

In the near future we may well expect the faculty to be increased to twenty or more instructors. Next year the student enrollment should be approximately 250. It is very probable that the four year college program will go into effect in the school term of 1963-1964. It is very likely that, when Dordt does begin its four-year program, these majors will be offered: English, History, Classical Languages, General Science, Music, Mathematics, Social Science, and the Elementary Education Area majors. It is to be assumed that, along with these majors, there will be offered these minors: Biology, Chemistry, English, German, Greek, History, Latin, Mathematics, Music, Philosophy, Speech, and the Elementary Education minors.

This is a small, but a respectable beginning. You may have noticed that there are no majors offered in the field of science. Although this may or may not be ideal, we must remember that Dordt is only seven years old. However, much has been accomplished and much remains to be done.

You have been informed that a new music building is to be built on the Dordt campus. This building will include facilities for music and speech and offices for the administration. These are now included in the present building; if we build a new music building, much space in the present building can be given over to the other departments. The present music room can be divided into two classrooms. The biology laboratory can be extended into its adjoining

**Touchstone . . .**

(Continued from page 1)

The legue would be of great benefit to the Christian grammar and high schools of the area. Finally, the establishment of a Christian junior college was seen as a dynamic means of maintaining the distinctive principles of Calvinism.

By 1941 the committee had turned to seeking methods of implementing the decisions of the classes. But in the fall, apparently because of the impending war, the work was postponed.

The next group to concern itself with the issue was the Western Alliance of Christian Schools. This group had begun to be troubled with the problems of school expansion and inadequately prepared teachers. The society concluded, after thorough investigation, that the solution would be in the form of a junior college.

Accordingly, in the fall of 1947, the Alliance overruled the five midwest classes of the Christian Reformed Church, requesting that they sponsor a junior college. The following June, Synod recognized the need for a junior college in this area, but failed to act on the decision. When the Alliance saw Synodial action was not forthcoming, it resolved to take the initiative in the establishment of the school.

In 1950 a committee of nine was charged by the Alliance with the organization of a Junior College Society. The final constitution was adopted by the society in 1953 and Sioux Center, Iowa, was chosen as the location for the college. In May, 1955, ground was broken for the first unit of the Mid-west Christian Junior College (the name was changed to Dordt College in 1956). In the fall of 1955 the faculty of thirty-two were in full charge of the instruction of thirty-five students.

The original plant in which the first classes met was expanded in 1957 and again in 1959. The 1960 purchase of an adjoining fourteen acres increased the campus from seven to twenty-one acres. And the original faculty of five instructors has grown to thirteen.

How does this review impress a 1962 Dordt student? All colleges, it seems to me, must have a particular something in which they pride themselves, that something which supports the character of the college, a peculiar heritage, if you will. Evidences of this heritage are seen in the faith, courage, and foresight of its leaders and in the devotion and generosity of its supporters. And especially these evidences I deem worthy of a Dordt student's pride.

Dordt is on the move again. The tide of progress washes through her halls. Its rushing undercurrents forbid us to let that heritage die!

**Marked with a "D" . . .**

(Continued from page 2)

bear fully ripened fruit. The success of her spring drive will in large measure determine whether or not this tree will bring forth her fruit in due season. This sapling which you have planted and watered must needs become a tree. She may neither wither nor die. Too much depends upon her fruit — those leaders marked with a D.

Betty Blankespoor
President B. J. Haan (center right), who had just returned from a "Dordt Day" at Pella when this photo was taken, with his usual enthusiasm is telling to a group of the faculty something about his reassuring visit with the Pella people and the potential students from the Pella area. From left to right: Mr. Stanley Boertje (Biology), Dr. Garrett Rozeboom (Education), Mr. Marvin De Young (Chemistry), President Haan, Mr. Ted Sjoerdsma (Mathematics), and Rev. C. Van Schouwen (Bible).

"We take pride in . . . our faculty who provide the basis for developing our school as a Christian liberal arts institution..."

Here is Dean Douglas Ribbens explaining to a group of the faculty some of the administrative aspects of the Expansion Drive. Besides Dean Ribbens (on the far left) there are (from left to right): Mr. Jack Grotenhuis (Music), Dr. Peter Van Beek (languages), Dr. John Zinkand (languages), and Mr. Peter De Boer (English).
Diagonal . . .

(Continued from page 3)
ed and well balanced in every per-
spective.

Our school is a Christian liberal arts school. Our aim is to develop our Christian liberal arts. The develop-
ment of our insight into the lib-
eral arts in the context of genuine, definite and correctly interpreted Christianity is the development of root to tree to bud and blossom and fruit. And this development cannot be retarded. True, it must be given ample time, but carefully tended time. It cannot fertilize itself for proper growth. Fertilization must be provid-
ed by the caretakers, the owners who planted the orchard's roots.

We as members and supporters of this Christian liberal arts institution may not stint progressive fertilization toward maturing quality. Our quali-
ity may not be denied quantity of growth, of improvement, of develop-
ment into all branches, all fields, pur-
suing that which is excellent and first-
rate. Is the Dordt College expansion program a worthy investment? Is sup-
port of it worthwhile? Have we the right to expand our college pro-
gram in seeking broader development of our liberal arts? I Cor. 3:21-23:

"... For all things are yours; wheth-
er . . . the world, or life, or death, or
things present, or things to come; all
are yours; And ye are Christ's; and
Christ is God's." Cindy Nibbelink

The picture seeks to display one
of Dordt's pressing needs: locker
space. There are 76 lockers for 225
students. This situation must be rem-
edied.