DEAN RIBBENS 
GRANTED LEAVE 
OF ABSENCE

Dean Douglas Ribbens has been granted a leave of absence by the Executive Board of Dordt College to pursue his doctoral work at Colorado State College in Greeley, Colorado. Beginning on March 16, Mr. Ribbens plans to study for three quarters—spring, summer, and fall. During this time he also hopes to get his residence requirement out of the way. He plans to return for one month between the summer and fall quarter to organize the fall registration of Dordt students.

Mr. Ribbens plans to complete his studies and return to Sioux Center during the first week in December.

Drama Club To Present

"Tom Sawyer"

"The Adventures of Tom Sawyer," Wilbur Braun's dramatization of the novel by Samuel L. Clemens, has recently been selected for production by the Dordt Drama Club. The scene of the play is St. Petersburg, Missouri, the home of Tom Sawyer and his friend Huckleberry Finn. The story concerns the thoughts, talk, and enterprises of these two lads. Its intent, according to the author, is to entertain boys and girls and to pleasantly remind adults of what they once were themselves.

Director Lathers announces his se-

cection of the following cast including six men and seven women:

Katie Haan—severe-mannered but warm hearted Aunt Polly
Stuart Sybesma—the boyish hero Tom Sawyer, who is always mischievous but never offensive
Joel Brower—the slightly conceited Sid Sawyer
Nolan Vander Ark—unkempt Huckleberry Finn
Jack Kramer—small Joe Harper, one of the "fellers"
Betty Kluyt—refined Becky Thatcher
Martina Veldhuizen—lisping, superior mannered Amy Lawrence
Ruth Veldboom—dismal mannered, whining Widow Douglas
Grace Brouwer—domineering Mrs. Sereny Harper
Kathryn Tinklenberg — dignified Mrs. Thatcher
John Hilbelink—attractive and sincere young Walter Potter
Linda Tebben — refined, sedate Mary Rogers
Delbert Brower — swarthy-looking, crude Injun Joe

Play director William Lathers, instructor of speech and English, is presently choosing assistant committees from members of the Drama Club. Further notice concerning ticket purchase and the time and date of performance will be announced at a later date.

Professor Zinkand Appointed

To Calvin Seminary

Dr. John Zinkand, instructor in classical and modern languages, has received an appointment to a lectureship for one year at Calvin Seminary, Grand Rapids, Michigan.

Dr. Zinkand's appointment is in the field of Old Testament.

He is a graduate of Wheaton College; Westminster Seminary; Johns Hopkins University; and Brandeis University.

As of this date, Dr. Zinkand has not made public his intentions.

Delta Sigma Kappa Visits

Cherokee

Twenty members of Delta Sigma Kappa recently attended a demonstration and lecture at the Sanford Museum and planetarium at Cherokee, Iowa.

First on the program was a film explaining the solar system. Then followed the demonstration and lecture in the planetarium, the first in Iowa. The planetarium is a new Spitz projector housed in a specially built room. It is used extensively for demonstrating to school and adult groups in northwest Iowa.

The group's next stop was at the museum which is featuring an Air Force exhibit on the U.S. space program. Satellites, photographs of space research, and rockets were on display.
High Time For Discussion

In the letters written by the late Dr. Henry Zylstra, while with the army in the Philippines, we find pithy insight into the perspectives of his war time buddies. (Cf. TESTAMENT OF VISION.) He found their “banalities, saying and repeating the obvious ad nauseam” most harsh to his ears. Their speech he moaned since “ideas were never present.” And sadly he noted that “their little stack of merely personal experiences has gone threadbare.”

Finding his insight so relevant to the perspectives of our schooltime buddies seems to justify using these and several other of his comments as an editorial springboard. Among his buddies Dr. Zylstra found “no talk of books except by the few and those tolerated only as eccentric characters.” We would expect to perceive Dordt teeming with such characters. But compiling a list for statistical proof we find we must exclude many of those who talked only of those books required for their courses, since their discussion limits were reached once the page and paragraph numbers of the answers to the reading guide questions were ascertained. That leaves a startlingly small number who made the list. It almost seems that we students are about to perish for lack of discussion about books, about ideas found in or developed from them. Our despicable lack of reading may be seen lying at the root of the problem.

And how often we too are caught expressing only the “same ideas on the same subjects”—did we ever get a lot of snow! Then we proceed to take “critical little pot-shots” at the cinnamon in our applesauce, at the “quiet please” restrictions in the library. The end result is that our greatest excitement of mind is reached when we discover that Dick and Jane are going steady.

Dr. Zylstra gave up trying to draw his buddies into discussions about ideas. He found in them “no logic, no capacity to subordinate, coordinate, select the relevant from the irrelevant.” If powers of logic, subordination, coordination, and selection aren’t evident in our talk, then our liberal arts college is nothing short of failure. It is high time, then, that we strain ourselves to disprove the very suggestion of such impotence. A changed attitude will help.

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"Expansion" is a very broad term. "Expansion," that is, not in its physical being, but in the mind concept. The very word in its versatility may stretch the imagination of even the most unimaginative mind. The most unimaginative female, for instance, develops a highly imaginative mental concept when expansion is mentioned in terms of her physical being. But this is merely expansion, and is beside the point, that is, expansion beyond necessary bounds. For, lest we become too heated in our discussion, expansion of it may lead to its evaporation, the common man's thought.

I speak today of expansion in as limited a sense as that term allows. My principal concern with "expansion" is in terms of its exploits, advances, maneuvers, constructions, and cultivation in the great fields, notably one potential field—learning. We have seen expansion of the exact sciences, of music and the other arts; but primarily that field of potency, that field of latent ability for construction, erection, and erudition concerns the foundational cultivation in the field of corn which surrounds Dordt.

We have seen expansion in history which has not always been advantageous for all parties involved in the development of culture. The Goths, I imagine, weren't very appreciative of the Hun's agricultural expansion. But disregarding the humanistic approach of sympathy with the Gothic point of view we might at least say that, too, was a rather important expansion in terms of Western civilization (sharecropping is still in existence today.)

Needless to say, speaking of expansion, the field of science is in itself an explosive thing as some unfortunate occupants of Hiroshima noted during the rampages of Truman (and others). Science is advancing all around us, above us, and if strontium 90 makes any further expansion, it is possible that our future generations will literally speak of being beside themselves because of science.

And we have seen expansion in the field of music—from "The Song of Hiawatha by the Shores of Gitchiegami" to the jazz of George Gershwin in the town of New Orleans. Hiawatha by the Shores of Gitchiegami is an explosive thing as some unfortunate occupants of Hiroshima noted during the rampages of Truman (and others). Science is advancing all around us, above us, and if strontium 90 makes any further expansion, it is possible that our future generations will literally speak of being beside themselves because of science.

We have agreed that expansion is certainly a relevant term in the field of learning; but to what climactic end is this expansion of learning relevant? To the expanding of overflow Harvard facilities to Washington, D.C.? Hardly. Do not be misled by side issues. The crucial and eminent expansion program with which we are concerned is that Dordt College program called B.P.R.C.E., which letters, as your expansion is beyond the human mind concept in attending this institution has likely communicated to you, signify Better Production of Collegiately Rendered Education; or that more familiar, perhaps mundance, explanation—Building Program to Corn River.

But naturally an expansion project must be limited. We have spoken of the development of culture. A rhythmical bass drum in the music room interfering with twenty-two (more or less) heart beats of a guinea pig in the biology laboratory is not conducive to a high level of culture nor does it create an atmosphere of contentment in either guinea or observer. First the scientific point of view—the observing student seeks to discern the two types of beats, the beginning of the one and the end of the other. Meanwhile the heart beats speed up because of the disturbance from the music room. As a result, the confused observer, completely upset by the confusing state of affairs, might lose any potential for retaining the ever had concerning arteries and veins, and analyze the beats as irregular syncopation, which even musically would be incorrect since syncopation is irregular rhythm, hence irregular syncopation would be regular rhythm.

And when two otherwise sympathetic fields cause the student such great confusion, when they create so much confusion between themselves that expansion of learning within such close quarters is impossible, it is time to project B.P.R.C.E. Each field needs its own range. The union of the arts and the sciences would certainly cause friction, which might easily lead to explosion and with explosion desultory expansion.

In passing we have noted the significance of history. May we note that with the end of the Middle Ages came a reawakening and with the reawakening the early controversy between the arts and the sciences. And with this controversy came expansion into the various fields of learning. What does all this prove? That to stimulate learning we must avoid haphazard friction between the arts and the sciences. Therefore expansion project B.P.R.C.E. is an immediate necessity.

Chess Club Sponsors Tournament

The Chess Club will sponsor a tournament on Friday, March 18. The deadline for entries is 7:00 that evening; tournament play will also begin at 7:00.

The general public and Dordt students are invited to participate. Entries may be arranged by contacting one of the Chess Club officers: Ruth Veldboom or Larry Asche. The entry fee is 50 cents. Prizes will be awarded. A player who loses two games will be eliminated from further competition.

There will be four or five rounds, starting at 7:00, 8:15, 9:00, and 10:00. A time limit of thirty moves in thirty minutes will be enforced.
Dordt's 1961-62 basketball season has become history—not sensational—but history.

There have been a few high spots, many low spots, and a still greater number of mediocre spots in this history of the 1961-62 basketball season.

The players in this historic moment were twelve in number. Each has attempted to play his role—whether large or small—bencherwarmer or regular. Each hoped to contribute his part to the Dordt College "esprit de corps."

Fate, however, seemed to have gripped these young men early in the season. Seven straight losses, beginning with Waldorf on November 21, 1961, and continuing through Emmetsburg on January 4, 1962, were recorded. The Defenders did not lose, heart, however, and on the night of January 8, 1962, knocked a feather or two out of the visiting Bluejays for their first win. Six more victories were recorded in the remainder of the season and, of course, a few more losses.

No championships were won—no accolades were hung about the players' necks—yet it was a good season—a healthy one for player and spectator. Worthwhile diversions, though sometimes disappointing, were afforded the student body. Physical development was gained by the players.

The season is over, one hardly hears mention any more of it. Intramurals have taken the athletic spotlight and soon these too will fade and become history.

The answer to this dilemma is difficult to obtain. It is difficult to evaluate the potential of the Right Wing. There is no recognized leader and they have no identifiable theme. It seems to object to all programs, good, bad, or indifferent which would cost any money at all. Its rain of disapproval falls equally on the just and unjust and on every shade between.

Basically they seem to concur with Thomas Paine who said that "Government in its best state, is but a necessary evil; in its worst state, an intolerable one." Such opinions concerning government are very idealistic and tend to be impractical. It is difficult to ascertain their merits because they have never had opportunity to be put into practice. However, they are often of an impractical nature.

The practice teaching in Full Swing

This year all practice teachers are observing and teaching in the Christian School of Sioux Center. Only those sophomores who are enrolled in the teacher training course and have maintained a graduating average are participating.

The practice teaching session began with a get-acquainted party held in the student lounge on Thursday, February 1, at 4:00 p.m. Practice teachers were at that time assigned to the teachers of the Christian School in Sioux Center. Tentative schedules were made designating the time in which practice teachers did not have classes and therefore could observe and teach.

The following shows the grade and teacher with whom the practice teachers are working:

Miss Block—Kindergarten and First grade — Gloria Meyer, Marilyn Reynolds
Mrs. Broek—1st grade — Thelma Zuiderma, Jean Ritema
Mrs. Kosters—1st & 2nd — Shirley Kumlien, Joanne Treurniet, Winerva De Ruyter
Miss Visser—2nd — Betty Beekuizno, Karen Vander Weerd, Marilyn Redeker
Miss Poppema—3rd — Helma Van Voorat, Trina Stouwe
Miss Vanden Berg—3rd & 4th — Shirley Tolma, Kathy Kramer, Helen Van De Weert
Miss Redenius—4th — Carole Talma, Gen Pals
Mrs. Riepma—5th — Donna Eden, Joanne Kaemingh
Miss Kuperus—6th—Myrna Bandstra, Darlene Ahrenholz
Mr. Vander Pol—7th — Pat Kobes, Albertha Van Zanten
Mr. Boersma—8th — Willy Dekkers, Judy De Vries

Practice teachers are observing and/or teaching from six to eight hours a week. Before they complete twenty to thirty hours of observing and teaching, Garrett Rozeboom, instructor in education and psychology, will observe them and then criticize them individually. April 6 has been set as the test date for completion of practice teaching. A party will conclude the session.

April 17 Set As Selective Service Testing Date

Colonel Glenn R. Bowles, State Director of Selective Service for Iowa, announces that applications for the Selective Service College Qualification Test to be given April 17 are now available to college students at the Selective Service local boards throughout Iowa. The test will be offered at Morningside College, Sioux City, and at fifteen other Iowa schools.

Applications for the test must be postmarked no later than midnight, Tuesday, March 27. Eligible students may also obtain information about the test from any local boards.

Scores made on the tests will provide local boards with evidence of aptitude for continued undergraduate and graduate study. The scores are considered with other information by the boards in determining whether to defer individual registrants for further study.

To be eligible to take the test, the applicant must be satisfactorily pursuing a full-time college course, undergraduate or graduate, leading to a degree. The applicant must be a Selective Service registrant who intends to seek deferment as a student.