Siouxland Novelist, Frederik Manfred, Is Guest of Dordt Literary Club

One afternoon in January a husky stranger swung his nearly seven-foot frame into the Sioux Center News office. He had stopped in to clarify a misconstrued rumor, begun by a chance acquaintance, that he was the anonymous author of "Perkins Pete," a homey column run in the weekly News. The stranger identified himself then, as the native Siouxiandian, now professional author that he is, and he talked awhile with the News editor.

On Friday evening, December 1, this rugged individual again made his appearance in Sioux Center. Frederik Manfred casually met and conversed with the Literary Club at the home of instructor Peter De Boer. Additional guests at the meeting were President and Mrs. Haan, Dr. and Mrs. Garrett Razoeboom, and Manfred's wife Maryanne.

Getting the discussion off to a rolling start was chairman Huiskens's question, "What is the basic theme underlying your works?" The author, in answering, discussed at length his desires to "say something special." He recalled a variety of experiences which served to broaden, heighten, and prompt the flow of his ideas. The Golden Bowl first began to congeal as a novel at a journalist's meet. Here Manfred related a story of South Dakota's dust bowl, and found his audience startlingly attentive. Within such regional settings, Manfred discovered, are universal themes.

When asked if his versatile experiences and occupations were "made," the author replied, "Hardly so." At the time, in fact, he had thought of his America-wide wanderings as a hindrance, a "waste of time." But he went on to term them valuable components of his life and consequently of his work as well.

Every instance of life, both experienced and observed, he has found immeasurably significant. He described the author's task in terms of the "grand necessity of capturing America realistically." Homer, said Manfred, saw this necessity of capturing his "America" and has passed down through the ages an indelible, sweeping print of Greece.

Manfred went on to define a good moral as one necessarily "incidental." A non-incidental moral, he said, inevitably leads to propaganda which defeats the author's original purpose. Manfred then told of his concerted efforts to avoid, among other purpose-defeating errors, such propagandizing and "sociological preaching." He spoke of letting himself "blunder along" then rewriting his manuscript, each time from scratch. Lord Grizzly he wrote six times before its publication in 1954.

Encouragement to potential authors lay in his emphasis on local ideas. (Continued on page 2)

Annual Christmas Party
Caps Yuletide Activities

Tonight, December 19, beginning at 7:30, the gymnasium-auditorium of Dordt College will be the scene of the annual Christmas Party. Each year the sophomore class representatives are charged with making all arrangements. The decorations, refreshments, and program committees have concluded their planning, and the report from the various committees is that "this year's party will be better than ever."

The program will include the following: group singing, scripture and prayer, a solo by Katie Haan, a double quartet, a reading by Peter De Boer instructor in English; a girls' sextet, the male chorus, and closing prayer.

The class representatives report that the party this year will be "more informal." The students will not be eating from tables, and the program will not be presented from the platform.

As usual, several of the college alumni will serve.

The committees are as follows: refreshments—Betty Beekhuizen, Linda Tebben, Thelma Sietsma, and Trina Stouwie; program—Gloria Meyer and Carol Krediet; decorations—Vi Boorsma, Darlene Ahrenholz, and Fred Groen.

Christmas Cheer

Dean Ribbens announces the following:

Christmas vacation will begin at 2:00 P.M. on Thursday, December 21. Classes will resume on Wednesday, January 3, at 7:45 A.M.
ON CULTIVATING EXCELLENCE

It is possible for a small college like Dordt to be uniquely excellent. Dordt since 1935 has heralded itself as a "small, happy-family college." This rubric can suggest a closeness or familiarity which too easily overlooks shortcomings; it can imply a "family" situation where harmony must be achieved at all costs, often at the cost of criticism. This observer finds our familiarity breeding carelessness, a carelessness impeding our mutual quest for a unique excellence. To counteract this carelessness, our familiarity should breed constructive criticism. But lest the reader find himself lost in the woods of tritely conceived "constructive criticism," permit us to point out a few trees.

We potential leaders must cultivate the precise and lucid vocal expression befitting the educated Christian. The helpful provision and gracious acceptance of criticism can do much to cultivate such expression. But our careless speech is often ignored, sometimes not even recognized as being careless. It is time for an expression of criticism, one running the gamut from the self-asserting and the illogical to the profane and the obscene.

Careless action also demands criticism. To be specific, if we must, why not criticize behavior in the lounge? Surely we should criticize the notion that disarranged furniture, overturned ash trays, and sprawled bodies are desirable and typical features of a collegiate atmosphere.

We must criticize our academic excellence whenever we see it stifling curiosity. We students seem to be striving fairly conscientiously for academic excellence, i.e., a knowledge of that material which is demanded by our course instructors. On the other hand, we seem to discredit curiosity, i.e., a knowledge of that which we aren't necessarily expected to know. A college tends to develop distinctive and persistent climates of opinion having marked effects upon its students. If in any college a climate of curiosity should and could be developed, it is in one of such a size and with such a Calvinistic tradition as Dordt. We students, then, in our close and frequent associations, should be critical of those climates which do not stimulate a generally enriching curiosity. We, in our Christian liberal arts college, should be critical of those climates which do not broaden our general background. Our discrimination must be at work to select those climates which effect the glory of the Absolute Excellence.

Dordt can lay no serious claim to a distinctive quality of excellence if we students make no concerted efforts for its cultivation. Criticism of our careless speech, action, and thought can well scratch the surface of our barely cultivated excellence. Scratching the surface will uncover successive layers of excellence. This uncovering may pleasantly surprise those of us who are willing to attempt to cultivate excellence.

B.B.
PROFUNDITY OF THE COLLEGIATE INTELLECTUAL

By way of introduction it should be made quite plain to the reader's realization that the total embodiment of the college atmosphere greets the incognizant freshman with an air of uninhibited dignity. Immediately his faculties are introduced to the elevated astucious level of this higher body of learning. But he does not quiescently resolve to his eminent position without the originality and imaginative motivation of youth! He attacks all activity, primarily, with the buoyancy and vitality initiated by invitational subjective desires.

But first, in order not to detract from the continuity of the intellectual and philosophical line of thought perpetuated in this essay, the author endorses the right to refer his reader to explanatory footnotes, since prominent phraseology employed may be relatively unfamiliar to the reader.

Secondly, the author must clarify in any mind nascently situated in relation to the involved collegiate material here delineated the fact that all terminology, though coincident to the reader's knowledge, is perfectly legitimate, is quite necessary to the English language, is perfectly fitting, and, need I further explain, is really hep! Furthermore, the use of definitions seems to be the only accurate, really cool method of explanation, as that very means constitutes over half of the explanatory lessons found in twenty (per individual) freshman textbooks purchased.

The college student, in his perseverance for the metaphysical, finds that the man-like-a-real result is definitely the most terrific blast.

The generally acute rationality of the college student in logical determination of language and word usage is the most real gone5 amazement. Yesterday's college generation has the fortitude to dig-man-like-the-craziest.

Quite naturally, since the conscientious and considerate college student alone has the full capacity for intrinsically understanding original, fairly new mixture of logical language usage, structure, and vocabulary, he does not expect the man-on-the-street to be, with him, an innovator of this creativity and sensual ability. But certainly any contemporary of his realizes the expediency of upholding this free thought and originality of purpose. For instance, any of all the generally intelligent students are firmly aware of the derogatory nil hep7 regard fastened to the label of a spoiled chick8 from Doomsville.9 And of course, any man10 is consistently aware that failure of one of its members to capitalize upon the essence of knowledge must suffer from a mental block acquired in Squaresville.11 Like with it, man.

Most assuredly, the college freshman has the rhythm and the beat. Perhaps the syncopated "beat" displays some vital youthful inner urgency or sub-conscious conception of the existentialist.

But whatever the technical nomenclature of this collegiate really
gerly emphatic tones.

4Terrific blast — "Terrific" is emphatically used in nearly every circumstance if its use is possible. "Blas" bears no reference to nuclear or atomic sound or explosion. It corresponds to a former, now somewhat obsolete term, "bally" which itself had no affinity in that sense with the round thrown object, but implies a grand, joyous, jocose occasion or instance relevant, presumably, to the Cinderelle-type thing.

5Real gone — For "real" see above. "Gone" has not the connotation of the familiar past participle translation although its appearance is similar. "Gone" in this sense means phenomenally fabulous or incredible to the third degree.

6Dig-man-like-the-craziest — "Dig" here implies understanding or grasp of an essential matter rather than denoting its place in the principal parts of that transitive verb. Man-like-the-craziest has been previously explained, and again, is used merely as an emphatic departure from the normally archaic. "Craziest" holds much the same meaning in context as "Gone" but may be used more recklessly as descriptive of something more wildly significant.

7Nil hep — "hep" mean high quality as we have seen; "nil hep," therefore, means "completely lacking quality or class"—an intelligent and possessful departure again from the archaic, the archaic being that which all college students purposefully avoid.

8Spoiled chick — might denote any feminine of disreputable character resulting from perhaps her own actions or disregarded responsibilities. Again, a more contemporary description than the archaic, "woman of base Lewdness."

9Doomsville — The inevitable situation or classification of a sort of disowned member of fastidious society. A very comprehensive term immediately conveying a message of forlorn, forsaken, inevitable shame, disregard by others—and any other implications the intelligent mind can read into it.

10Pad — Simply, a relatively significant, already over used title, perhaps, though not a departure from the canned obsolete term, "male boarding" or "rooming house."

11Squaresville — denotes the congregation or classification of "deep" characters having the insatiable desire not to understand, or perhaps failure to "dig," the accepted standards.

(Continued on page 4)
'61-'62 Cheerleaders Chosen

Members of the Student Activity Committee, the Student Representatives, and the faculty advisors elected Maxine Scholten, Pat Kobes, Kathleen Tinkelburg, and Martina Veldhuizen cheerleaders for the 1961-1962 basketball season.

Max is a sophomore from Edgerton, Minnesota. She was a cheerleader for one year at Southwestern Christian High School and served as a Dordt cheerleader last season.

Pat, another sophomore, is from Sioux City, Iowa, where she graduated from East High School. This is her first experience as a cheerleader. Marti, also a ‘first time’ cheerleader, is a freshman from Lynden, Washington. She is a graduate of Lynden Christian High School. Kathy, also a freshman, is from Edgerton, Minnesota. She has had three years of cheerleading experience at Southwestern Christian High School.

Etter Narrates Audubon Film

“A Missouri Story,” the next Audubon Screen Tour, will be presented on Thursday, January 5 in the Dordt College auditorium.

In this film Dr. Alfred Etter, a native Missourian, recorded life on a Missouri farm of bygone days. The color film seeks to portray the magic of a natural place and the activity of the wild creatures as they face their environment from day to day.

DIAGONAL — cont. from page 3

or set of variable relationships assumed by the average knowledgeable individual.

12Like-get-with-it-man—“Like” here could perhaps be interpreted in many ways; this author, however, assumes it to be merely a perfunctory starter for the phrase, “get-with-it-man,” which essentially means, “cleanse your faculties of all vagueness and enjoy the enlightened spirit of things in this brilliant, almost scintillating world.” This might be said to one who is on a slow departure either to “Doomsville” or “Squaresville—” see above.

13Absolutely devastating — “Devastating” here means “overwhelming” rather than “destroying.” Certainly, if the thought here relevant to this student-originality were considered devastating, or destroying, a severe misconception and untruth would result in the reader’s mind.