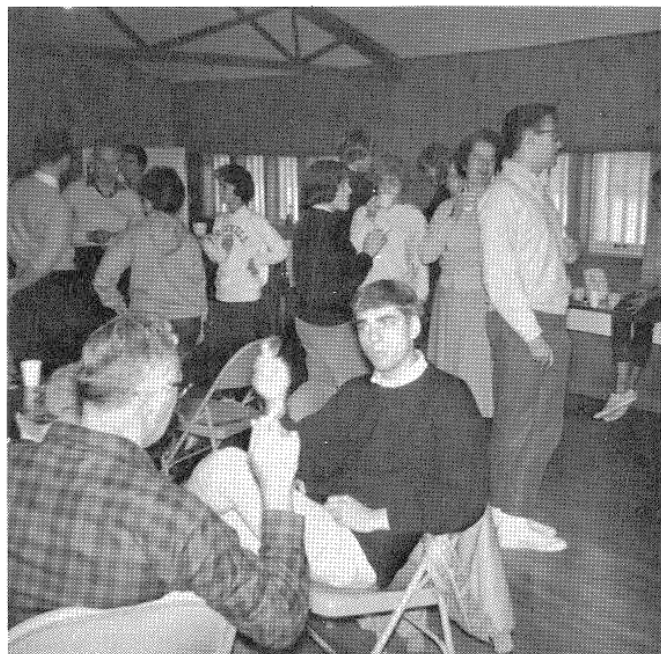


# ENCAMPMENT

## A MEASURE OF SUCCESS

The 1963 Grinnell College Student-Faculty Encampment met at Pilgrim Heights Camp, Montour, Iowa, on the weekend of Sept. 20-22. The Encampment is one of those experiences, like the Junior Liberal Arts Exam, which distinguishes Grinnell as a leader in liberal arts education. It is the sincere attempt of students and faculty to withdraw from the college proper and grapple with issues which are of vital concern to the institution. The environment is informal, the topics are comprehensive and an intense seriousness guides the endeavor.

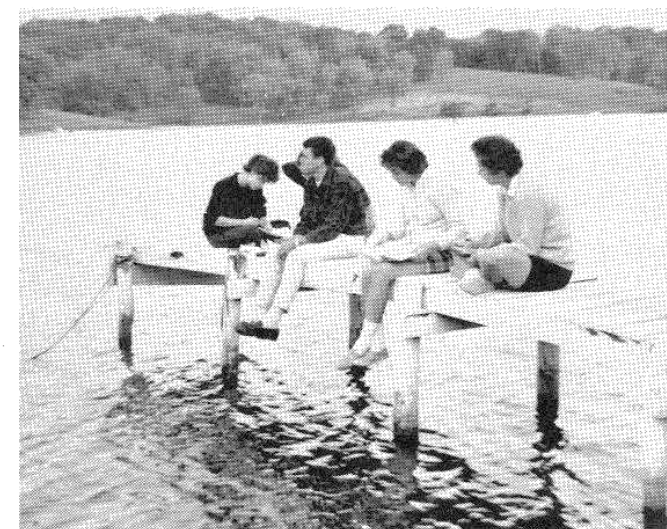
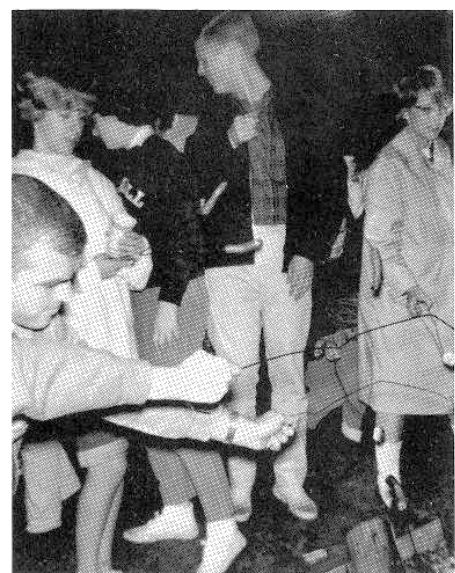


Group therapy.

friends, moonlight walks, and faculty becoming human beings. All the usual patterns and modes of Grinnell behavior were absent. The camp became a common denominator and no one forgot the numerator.

Morning, evening, and night the discussion groups met for several hours at a time. The topics were close to the heart of American education as well as Grinnell College in particular: curriculum, student-faculty relations, responsibility, rules, residence hall life, and the

Mind over matter.



The rigors of contemplation.

"Please don't mention that!"



To those students who participated, there is little doubt concerning the worth of those few days. The events and relationships which developed in that short period have by now become fond memories. A cross-section of Grinnell's society was thrown into the crude cabins and clear air which reminded one of youthful days spent in summer camp. There were rowboats, campfires, and a square dance. The entire experience seemed almost unreal but perhaps it was actually more real. Everyone felt it. There were new

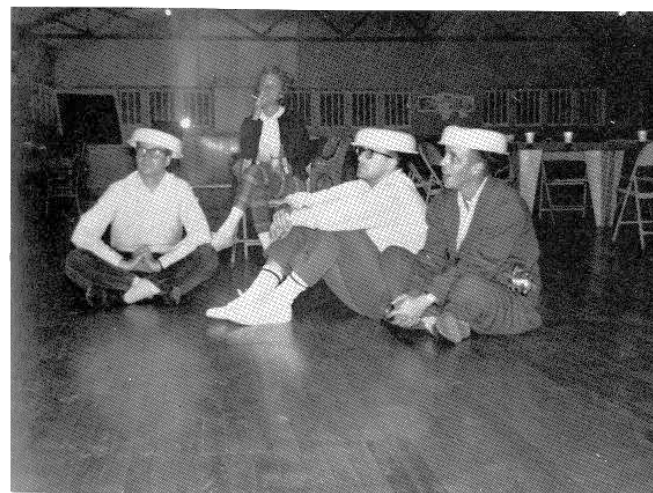


"Our eyes met across the room, and . . ."

Grinnell Image. Each group was composed of from seven to ten students and two or three faculty members. No strict format regulated the discussions and an atmosphere conducive to the free expression of ideas and attitudes prevailed. Notes were taken in each discussion and a final mass meeting was held, in which all the programs were presented, integrated, and evaluated. The final material product of the Encampment was a fourteen page report which summarized the group's conclusions.

The curriculum committee analyzed the problems of the JLA, the grading system, and the required courses of Humanities and Historical Studies. The committee on student-faculty relations discussed the roles of chaperones, ad-

It was only a passing fancy . . .



visors, and professors as educators and examiners. The responsibility committee dealt with both the academic and social realms of student behavior, while the rules committee described a system of regulations and enforcement for both the ideal situation and Grinnell now. The committee on residence hall life considered the goals of a residential college and the effects of our present system upon these goals. Finally the Grinnell Image committee evaluated the various areas in which the reputation and character of our college has an effect.



The rural idyll.



As students, we all feel . . .

The encampment presented few courses of action. No immediate rule changes resulted. Few of the proposals could be initiated. What then is to be the meaning of the Encampment? Are these serious discussions also to become "fond memories"? An astute observer of the whole procedure could well exclaim, "So what?" We can offer this skeptic one solution. The Encampment faced relevant and significant problems. It brought together the views of administration, faculty, and students. It set some goals for us. In the continuation and expansion of these attitudes on campus lie the true success of our Student-Faculty Encampment.

"Tell me, Mr. Bones, why are elephants purple?"

