

Special Edition Stresses "Actionability"
 "I'm ecstatic," was the way President Glenn Leggett expressed his opinion of the 1966 Encampment. He had high praise for what he called the "constructiveness" of the Encampment committees. "But," he told the closing session of the Encampment, "You've got to get yourselves organized. The faculty and administration can't do this for you."
 Using a term he has used often in the past Leggett stressed the need to become "actionable." "Do it; don't hesitate," he said.
 This special issue of the S&B includes a lengthy report by the Encampment Committee as well as statements from each member of the executive cabinet of the SGA. These statements point to many ways in which the ideas expressed at Encampment can be made "actionable."

Encampment Offers Intensive Consideration

By KATHY JAGOW

More than a marathon trampoline session, Encampment was an opportunity for the different groups on campus to meet together for an intensive consideration of Grinnell as a total entity.

Structurally, the fifty students and twenty-five faculty and administrators who attended were organized into six discussion groups. Each group spent three sessions discussing, respectively, academic program, relation of the college to the outside world and the total college environment. Reports from each of the group leaders were presented at a final combined session of all the Encampment participants.

What came out of this year's Encampment? People looking for a coherent plan of reform will probably be disappointed; the general nature of the discussions was not conducive to such a simple formula. The aims and goals of a liberal arts education, and the means of achieving these goals, are not easily agreed upon. You can't get

a formula answer to the question "What is Grinnell?"

Look to the Philosophy

So what did happen that weekend? Informal contact between faculty and students, some violent discussions, some hard thinking, a better view of Grinnell within and beyond the campus. Both leaders and just ordinary students (as one participant described herself) looked beyond the details of our present system to the philosophy, the reasons, the rationale of Grinnell and of liberal education in general. In the end, if the thinking begun at Encampment will continue on campus, we should have a set of criteria, specific goals that we wish to achieve, and an effective means of getting there.

By attempting to answer some of these general questions before us, we naturally came up with a wide variety of answers. This report will attempt to be as objective as possible in presenting different sides of the various questions.

ENCAMPMENT—

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President of the SGA

Reevaluation of Norms

By STEVE KENT

Why have encampments? Why bother? After all, we have things pretty good here. Why spend hours evaluating the Grinnell community when we could be spending them in acquiring an education? Well, partly because Grinnell exists in a dynamic, changing world and because Grinnell itself is a dynamic and changing society in miniature. To remain true to its original ideals and intentions, the college can never cease making adjustments. Partly, it is because basic to the Grinnell tradition is the belief that improvement can always be made. But, above all, it is because the spirit which makes us question the ends and means of our community is the real essence of a Grinnell education. The critical spirit cannot be compartmentally applied. The

Weber thesis and the Grinnell community are equally worthy objects of its attention.

Grinnell's primary task is to produce liberally educated men and women — individuals capable of looking at their world in totality, critically yet constructively. Reason and common sense, we are taught, guide us in our judgments of the world. Yet reason and common sense are not always adequately applied in our considerations of our own society.

Times of drift inevitably occur when the critical spirit grows mute and purposes become confused. Accustomed to dealing with superficialities and to acting in terms of petty political ends, col-

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AWS Board President

Unrestricted Hours

By KAREN LAUTERBACH

An alteration of attitude in the Grinnell student culture cannot be successfully effected until all segments of the community come to challenge the basic disparity between what's expected in the academic sphere and what's expected in the social sphere of student life. The time is now, while the whole community is in a period of transition, to express a conviction in the importance of all that happens to a potential scholar in the total learning process.

Students are presently diverted from exercising freedom of choice or personal judgment in individual social affairs by a distracting rule structure. Both men and women have complacently accepted a highly restrictive system of women's hours as a major

factor hampering individual action and the growth of personal responsibility.

This uncritical reliance on artificial standards appears in a broader context as non-participation in the classroom and extra-curricular affairs as well.

What must be accomplished is a complete and consistent redefinition of the student role in the affairs of the college to involve positive participation and personal independence in all phases of community life. But a reformation of attitude must occur simultaneously with the structural changes necessary to allow its expression. This suggests a radical departure from the present protective philosophy and structure to formulate a new, positive living program on campus

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C of HP President

Open Dorms Extension

By ROBERT FOOTE

The question is not whether we should extend visiting hours in the residence halls but whether, or to what extent, we should have restrictions. The burden of proof in the open dorms question rests not with those who request greater freedom of movement but with those who would restrict it.

Discussion of open rooms usually begins with the assumption that restriction against any visitation is normal. Open rooms have been considered as times of exception to this assumption. It is time now to question the basic assumption, and perhaps to begin anew.

Entrenched in the Victorian morality is an unreasonable suspicion of sex. People feel frank and meaningful and discussion of sex should be suppressed. People

have assumed that situations conducive to the commission of the sex act should be avoided at all costs.

Hence they think pregnancies will be averted and virginity preserved.

The unfortunate thing is that it doesn't work that way. The Victorian morality is clearly inadequate in contemporary society. It serves merely to obscure issues and to pervert any attempt to develop a rational and sensible morality.

A new rationale, rooted not in the open dorms question, rooted not in the Victorian conception of restriction, but in the modern conception of freedom with consideration. Freedom with consideration entails not merely individual development in isolation. It also implies

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Speaker of the Senate

Quest for Community

By DAN BUCKS

The quest for community is a basic human motive underlying man's efforts to make the world a more human place in which to live. We at Grinnell are driven by this motive to create a special type of community — an intellectual one in which people are drawn together by a desire to understand the world of man and the world of nature.

We seek a community in which ideas flow and interact in a dynamic learning process. We hope, by this process, to confront questions of values so that we can relate our knowledge and ideas to meaningful purposes.

Intellectual Community

Have we created an intellectual community at Grinnell? Academic life is mechanically geared to a pace of dead-

lines and examinations. Students are required to pass courses in a subject instead of being required to learn a subject. Campus activities are tied to an ethic of tradition in which the routine is preferred to the innovative. These forces combine to stifle a commitment to learning, a desire to communicate ideas, and a critical awareness of values. Hence, our search for community goes unrewarded.

Fortunately, students have the resources to build the foundation for an inspired intellectual process. We need not wait for the decision-makers at this college to adjust the curriculum or establish new lecture programs. By asserting a degree of intellectual in-

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Social Coordinator

Urban Social Program

By BOB JOHNSTON

Grinnell College is isolated in a rural area but its social program is urban, easy to get to, and free. Grinnell students must now develop an attitude to match the program. They must break out of a social shell that relies on dates and draughts.

It is unfortunate that on a run of the mill Saturday night the average dorm may contain up to 80 per cent of its occupants while another unknown percentage are availing themselves of the Rex or Longhorn. Students must be willing to expose their ideas, opinions and tastes to something new - something controversial - something offbeat. A free access to challenging events is

worthless if the majority of students fail to take advantage of them.

Explore the variety: Lenox Quartet, Jefferson Airplane, Woman in the Dunes, The Goldovsky Opera, 8 1/2, Caroline Stanford, The White Devil, Casablanca, The Three Souls, The L Shaped

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