

talk of the town

(Editor's note: The following column was written at the time of the Playboy incident by one of the participants in order to explain the meaning of her actions. We were unable to present this so much needed explanation, due to the impending legal investigation. We feel that it is a very honest appraisal of her actions, which may shed a new light on the meaning of the incident and show how unfounded any charge of "obscenity" must be.)

By FREDRICKA NELSON

the talk of the town for two weeks now. This week's herald-register has made front page news of the 8 of us and our friends, the state investigators. We all merit a special heavy print black box on page one of fact and speculation (a misdemeanor? or "conspiracy to commit an illegal act.") about the incident that "happened" at Grinnell and has subsequently become everyman's after dinner conversation piece.

as a participant claiming considerable responsibility for "getting us out of rhetoric" and originating ACTION, I would like to reply to everyman:

1) stripping in this case was not purient since for me it meant asking the person I call myself if I had the strength of conviction to accept my body the way it is. Lots of words and people chatter at you in adolescence and in your mature life; "blonds have more fun," "she's ugly because she's fat." You think about looking groovy (sexy) for the first dance in high school, we worry about complexions (black or white, dappled or smooth). As a matter of fact, you might miss that second kiss while you morbidly ease your hair back into place.

I had this subversive thought: first you have to MAKE yourself believe you ARE BEAUTIFUL. nobody can say how everyman will think if he doesn't find out how he thinks — and that's what I call a problem of INTERNALIZATION. Now we have decision-time. Can you think how you would feel if you took off your clothes for a principle instead of for a bath or for making love?

2) I took off my clothes, initially, as an act of faith. Faith in ME, for a change, and faith in my "radical" friends. One act in exchange for words can serve as a mover for new commitment in any area. Grinnell is all over the world need some today, since people and institutions like Playboy tell us in so many words that "this old world of ours is going down the tubes in a hundred thousand ways, and THERE AIN'T ANYTHIN' YOU CAN DO ABOUT IT, BABY—" I have investigated multiplicity, and I find it awesome and part of the Total, but I don't want to find it impossible.

3) from Mother Earth, "the kingdom of heaven is within you."

4) I don't want to set myself up as one of these brilliant intellects that our favorite concrete-man writes about. I want to be human and learn to do what is meaningful for me; and at the same time to accept the human condition of

not doing what is RIGHT each time a "meaningful opportunity" comes up. Grinnell calls itself liberal, but what is liberal about the fear that "intellect" will shock the masses? This college doesn't relate where it should — Grinnell, Iowa. Grinnell college talks in sears roebuck language to suburbanites on the fringes of our cities, where the MONEY IS.

5) now man is in the age that is perfectly suited by the media and by his education to have his values for his pillow at night. He can think them all through and prove them on the tube, meanwhile running away from any human confrontation. I should say that we are being confronted by change at such a rapid rate that it is easy to assume that luck or technology will iron out our difficulties. Many are confused about "meaning" today, but there is a vague

possibility that we are in a TRANSITIONAL phase where the assertion of human values is still a useful project. Projects are things that one does that have a social impact and offer individual fulfillment.

6) (breakfast though) "methodology is a farce." Evergreen Review, articles on the "new left," NEW issue (cont.) discussions of methodology are farces since fear of consequences — "truth or . . ." prolong any useful discussions of MEANS.

7) our actions are justified on three counts, as far as (I) can see: the initial action was motivated by a beautiful sentiment; the consequences for Grinnell have the appearance of a possible reevaluation of the institution; and (I) have found that involvement is the way education should operate — one shouldn't "get by"—!!

8) "REVOLUTION" is simply the word that has the most currency, which also describes meaningful action. These eight

TALK—

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3-Day Trial Ends

"Grinnell 8" Are Found Guilty

A jury of four men and eight women Wednesday found eight Grinnell students guilty of indecent exposure in connection with a Feb. 8 nude protest against Playboy magazine in Gates Hall Lounge.

Judge R. G. Yoder, who presided over the three day trial in Poweshiek County District Court, has set June 20 as the date for sentencing.

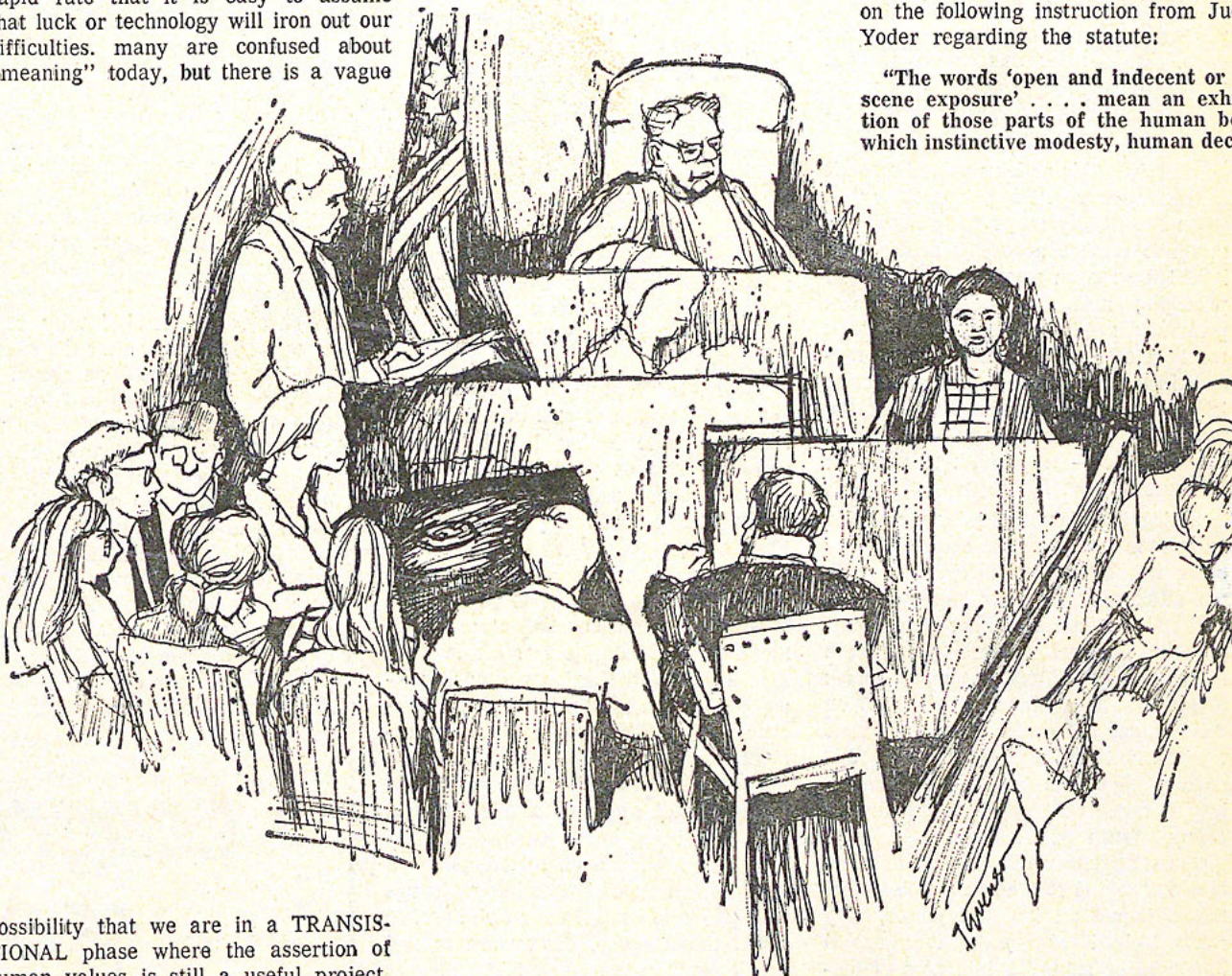
The three men and five women were among a group of ten students who dis-

Dan Johnston of Des Moines argued that although the defendants had "deliberately exposed themselves," they were guilty of indecent exposure because they had done nothing obscene or gross lewd.

"We obviously do not condemn nudity in our society," Johnston told the jury. "I know of no arrests of models in art classes."

The jury's verdict apparently hinges on the following instruction from Judge Yoder regarding the statute:

"The words 'open and indecent or obscene exposure' . . . mean an exhibition of those parts of the human body which instinctive modesty, human dec-



robed before some eighty Grinnellians to protest what they called Playboy's exploitation of sex during an explanation of the "Playboy Philosophy" by Brice Draper, a field representative of the magazine who was on campus as part of a college sex education program.

The students who could now be sentenced to 6 months in jail or fined \$200 are:

Seniors Fredricka A. Nelson 20, of Brooklyn, Ia.; Mary Malcolm, 21, of San Diego, Calif.; Catherine R. Leder, 21, of Allen Park, Mich.; James D. Rudolph, 22, of Elmhurst, Ill.; Derrick N. Exner, 22, of Ames, Iowa; junior Charles A. Garman, 21, of East Canton, Ohio; sophomore Judith S. Gruenberg, 20, of Montebello, Calif.; and freshman Freda S. Tepfer, 19, of Brooklyn, N. Y.

Immediately after court adjourned Wednesday afternoon, Miss Malcolm issued the following statement on the behalf of all eight defendants:

"The decision of the jury is not unexpected. We believe it was inevitable in view of the instructions on the law of indecent exposure given by the judge. However, those instructions omitted the requirement of 'open and gross lewdness' which appears in the statute. Our contention has been that our conduct was not lewd.

"Our present feeling is that we will appeal this decision by the judge, and seek a new trial with the jury instructed as to all the requirements of the law as it is written."

Throughout the trial defense attorney

ADDRESS HERE:

cy, or natural self-respect require should be customarily kept covered in the presence or view of others . . . A person if so inclined, may dress himself or herself in nothing more substantial than the innocence of Eden provided he does not "expose" himself or herself in that condition. An exposure comes "open and indecent or obscene only when a person indulges in such practice at a time . . . (when) . . . or her act is open to the observation of others.

After deliberating for three hours, the jury returned to the courtroom to the judge that his interpretation was "absolute," it would apply to persons who disrobed before "doctors and nurses, artists and sculptors." Yoder told the jury that such persons were excepted but that "persons in attendance at open meeting" are not.

The jury asked Yoder, "Is it possible for this jury to recommend to the court the jury's attitude toward the severity of the sentence, should the defendants be found guilty?"

Yoder instructed them that they could not, and that it was the court's prerogative to prescribe the sentence.

The jury then retired for another minutes before returning with the verdicts of "guilty as charged."

After the trial, jury foreman Shannom of Grinnell criticized Yoder

GUILTY—

(Continued on Page 2, Column 1)

CONGRATULATIONS TO THE GRADS

From All of Us at

GRINNELL STATE BANK

EDITORIALS

Preface to the Last Edition

This week's S&B is not intended to be a newspaper. The content is not news as such, but a presentation of student problems, concerns, values, and attitudes. The primary function of this publication is to help clarify and establish the meaning and implications of commencement for the student, to those who are not intimately involved in the college situation.

People were invited to write what they wished concerning their Grinnell experience or particularly important aspects of their lives in order to convey the "character" of Grinnell students (this does not imply one character). Thus there are only two news stories, one concerning the faculty's latest actions concerning ROTC, and the trial of those involved in the Playboy demonstration. These are included not only for their news-worthiness, but because they are indicative of the concerns and behavior of the college student.

The next few days' events will mark the turning point in many people's lives. Hopefully some of the questions asked in this paper will help students and visitors to better understand the meaning of these days, and the behavior of the senior class.

Whose Needs Will You Fulfill?

To many receiving diplomas Friday, commencement will be a very disappointing affair. They have realized that the liberal arts education has only fulfilled half of the function it has been assigned in its liberating educational endeavor. Many feel that the college has been unable to thoroughly adapt to the students' new anticipations.

The college has duties to consider in relationship to both its students and the society. Each group has its views and expectations of a college education which educational policy makers consider in their planning. These expectations are becoming more and more distant, as the student develops a new orientation toward the society. How does the institution accommodate its policies to both elements when the two elements are becoming so different? It is apparent that the institution has not been able to properly adapt to these demands.

The educated individual joins a class and has an expected role in the society, determined by the societal norms. The completion of college marks a level of achievement qualifying him for a position in the system. Thus the society views the institution of higher learning as a source for manpower to prime its system. The liberal arts college as well as the more career oriented technical schools are equally valuable sources of supply. The student in the liberal arts institution for some time saw participation in the society as the logical way of employing what he gained from his liberal education. Thus the student's view of the function of his education was the same as the society's.

The liberal arts student body has less of a desire to join the society and finds that his liberal arts education is not necessarily compatible with the societal norm.

For example, a business administration major, frat member, at a large university is indoctrinated to the class and mores of a society he wishes to join. Also he is taught the skills best enabling him to "fit in." The liberal arts student is given neither these skills nor desires by his education. His open mind and individualistic values often make his self-concept radically different from his technically oriented counterpart. Four years of investigating new vistas, and accepting new points of view, make him less suited for participation in the society in the way that is traditionally expected of college graduates.

The liberal arts process somehow produces "liberal" students (radicals too) who are less able or willing to fit into or participate in the society in the way traditionally expected by the society. Those who determine the educational policy of the institution, however, continued functioning as if students were oriented to societal participation and gear their policy to those expectations of education envisioned by the society. This is exhibited in two ways: first in the immediate technical politics of grading, comprehensives, requirements, and majors. These are expected forms that education should take in the eyes of society, but are less accepted by the student. Policy makers, however, refuse to innovate, evaluate and structure education with the same orientation that students have.

The more far reaching policies are really in need of change to become consistent with student's point of view. The institution's greatest failure is that it liberates and alienates students from social participation, without providing alternative modes of relating to society. Change is the immediate concern but the education gives little or no orientation toward such activities. The education is irrelevant because it fails to provide for the student's needs. The student wants his education to give him tools to deal with his new values about his relationship to the society, while the institution continues to provide an educational policy which is intended to continue funneling students into the system.

Students are interested in affecting change and leading the values of society. In order for this to occur, however, the college institution must recognize this new goal and gear its policies accordingly. This will demand that the institution itself become a leader of new values in society, by allowing for an education that responds to the student's needs not to the society's expectations. The educational institution has a role of educating students as well as society. It's time to take on this much needed role as leader of society.

Guilty

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"Placing us in so tightly on what was indecent and obscene."

Eye-witnesses to the disrobing incident testified Monday and identified the defendants as those who had taken off their clothes. However, upon cross-examination by Johnston, every eye-witness testified that he had seen nothing obscene or lewd about the nudity.

On Tuesday all eight defendants took the stand to explain their reasons for participating in the protest. Calling the

human body "good and beautiful," Miss Malcolm denied having been lewd or obscene and sharply criticized Playboy. "It's prostitution on paper," she said.

Miss Nelson struggled to hold back tears while on the witness stand as she spoke the words of a song the protesters had sung while undressed at the lecture: "You've got to walk that lonesome valley; You've got to walk it by yourself."

Enich asked Garman, "You don't think disrobing was obscene or vulgar?"

The youth replied: "No, I was born naked."

talk of the town

By FREDRICKA NELSON

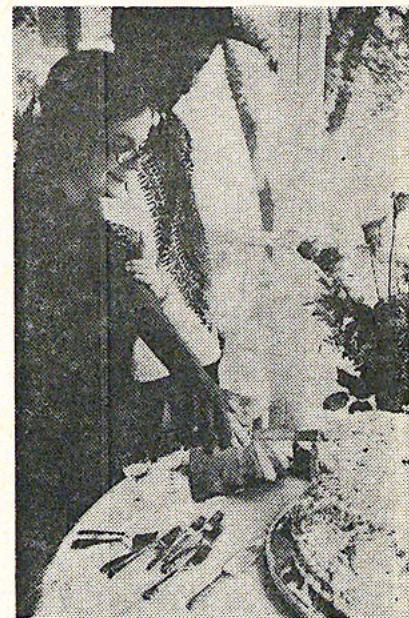
drugs: a message from phoebe snow.

the fact is: most children (?) smoke pot today. this harmless weed is consumed by young people who want to take the time to perceive their world in a slowed down, more impersonal way. they enjoy the rituals of pot-smoking and are collectors of elaborate material and verbal artifacts that bespeak the pleasures of drug use. in contrast to the pursuit of sane and quiet pleasure, theirs is a place of strange contrasts. the young are called adolescent when they're not, and inexperienced which they aren't. they're measured against something that shouldn't exist to be sent to good schools where they can learn to entertain themselves in the face of these paradoxes. they're expected to meet people who don't exist and fraternize with ideas that never are the reality they see.

before the mass media latched onto the hippie movement, the drug cultures on campus were small and quite exclusive. to those select few who used drugs the vast majority of the campus was oblivious — pursuing its own academic thing and using alcohol as its frantic escape. only a few of us remember the "druggies" of past glory. those individuals usually had the guts to leave the college in one way or another. otherwise, they were a very silent, though none-the-less visible minority, who were of interest only to a few underclass, sincere freaks. when the rex and the longhorn enjoyed their golden era — two or three years ago — the druggies were meetable, but just barely, and the whole scene was too cool to be cracked. you ask about the sudden mushrooming of drugs and we answer with a polite que-

rie: who blew the traditional scene? who cracked that small, cool society and spread it from coast to coast across this formidable nation? don't ask students, since their answers aren't expressive of the problem or the solution. the des moines register and the news magazines like time have had a much greater effect on the "market" than the underground press. mass circulation, that stimulated mass curiosity and experimentation, is the scapegoat and its causes are the capitalist muckrakers who feed the public's desires for the different, the eccentric, the dramatic and the young. what could be more interesting and revealing than the stories of suburban debs and their amphetamine — bad trip — love affairs with death and other social killers called euphoria and smack. who loved the saga of the rise and fall of the drug town, san francisco, from its quaint beginning to its condition after two years? and all that marijuana in the high schools? heaven forbid, said the reading public, who bought their true news just the same.

how else could a minority of such little mention as the drug culture have gotten so many ardent curiosity seekers to her door. curiosity is the first step to experimentation, and where the scientific view of knowledge and education prevails, one can expect ardent research into every dimension of a problem(?). to "know" one needs experience — try to get a secretarial or construction job — which even a child of twelve can find by following up a basic social truth. pot is ancient and highly respected by many cultures . . . america is unprecedented.



LETTERS

Tarr Feathered

To the Editor:

Curtis Tarr goes to work for the militaristic machine, undoubtedly knowing for what he will be working at this late date in history, and Grinnell College gives him an Honorary Doctor of Humane Letters Degree. In so doing this institution prostitutes whatever lofty ideals it now or has ever had.

The reason for the granting of the honorary degree is Tarr's work for the ACM for the last few years; his future line of work was known when he was chosen to be honored, but those choosing either did not care about his future occupation, or they felt that a man's life can be separated into parts, some parts being honored and others not. Either of these reasons is appalling. A disregard for his future occupation is worthy of nothing but contempt. And a belief that a man is not the same man six months ago as he is now seems incredible. An attempt to overlook the future work of a man and instead concentrate on his past shows a woeful lack of knowledge and reason, not to mention some blindness.

Wake up, Grinnell. Look at your world and come to your senses.

Friday's Commencement activities provide a real opportunity for Grinnell College students, faculty, administration and parents to see both institutionalized complicity (in the War) and the moral blindness of this college at one and the same time. This year the college, in the name of the entire college community and its friends, is granting an honorary degree to a man who will soon be working as an Assistant Secretary of Manpower for the United States Air Force.

TED GLICK

weddings. . . are the delicate circles that we make to surround ourselves in custom. . . they are that certain tone of voice projected by two people to their witnesses. . . tones that penetrate tradition and speak for the art of love.

they are the formalities that the public demands before it can reconcile itself to the fact of love. . . and to love's children. weddings are occasions that make a way of life tangible to our elders.

The Scarlet & Black

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Hopeful Educational Trends Described

By DONALD R. LIGGETT
Assoc. Prof. of Education

Some changes are being made in Grinnell College which deserve some note — and some strengthening. When I was asked to say what changes ought to be made in the college, my mind fell in the rut of what is possible. That which is most possible to me seems to be an acceleration of some trends now extant.

I really believe that a gradual evolution is going on in higher education (and that includes Grinnell College). Much of this evolution will improve the learning going on in Grinnell but much of it should go on substantially faster than it has been.

I'd like to concentrate here on three trends that I feel ought to be strengthened and hastened: a trend toward a program more related to the problems outside the college, a trend toward more student involvement prior to decision making in the college, and a changed emphasis on grades. Let me tackle these one at a time.

Over the past few years, much has happened to Grinnell to make the Grinnell experience more relevant (to use the hackneyed but still useful term), and to get the students involved in the problems of our society. Some of this change is reflected in the academic program of the college and more of it shows in the activities and interests of the students. Unfortunately, the problems of the outside world have not yet divided themselves into the academic disciplines of higher education. An interdisciplinary approach is required and interdisciplinary studies are increasing in the college — the slowly evolving Upper Class Secondary Field program and the Social Studies courses are two examples. While neither of these programs can yet be called a great success, both are experiments in the right direction. In the next academic year we will see some new experiments in interdisciplinary approaches. The prob-

lems are implementation, not concept and purpose. The hazard is that we might give up too soon. Colleges are inexperienced with interdisciplinary programs and they are difficult to operate. Grinnell has in the past slowly abandoned them — to wit, elementary education, business administration, and ROTC. For ROTC, I'm thinking of the change in ROTC of a few years back, not this year's changes. At one time ROTC students took ROTC courses from regular Grinnell professors in our regular academic disciplines, rather than from military officers — who, it seems to be now believed, can better integrate the academic disciplines to the specific problems of this vocation. I'm not arguing whether ROTC should be on campus but I would like to note that as soon as the college does involve itself in training for any problems or vocations it will have to wrestle with moral priorities. And the members of the community will have to be tolerant of people with different priorities on what problems the college should concern itself with.

Another healthy aspect of the interest in areas beyond the problems in academic disciplines is the increase in the students on foreign study leaves. The intellectual gains from foreign study are not easily classified into academic disciplines, but the college now insists that these gains be dissected into subject fields in order to be transcriptized. This silliness has been transcended in other liberal arts colleges and will in due course come to pass at Grinnell. Some faculty members still have a gut reaction that intellectual activity is proper only when conducted in the confines of an academic discipline. This reaction is fading, and the faster it fades the better for the overall program.

Incorporating this type of study in a liberal arts college arouses high feelings in liberal arts devotees. It is not agreed that a liberal education is more

than a study of the academic disciplines. Some academics do not believe a liberal education involves any attempt to relate these disciplines to specific problems in society; such is not a part of a liberal education. In my view this non-application is too sterile. I would rather see the furor which will result when the political scientist and the psychologist clash on what should be done in the slums. I will even enjoy the furor which will come when the drive towards relevancy confronts the part of the college which regards this as a heresy in the college.

The second trend I would like to speed up is the one towards more student involvement in the discussions prior to decision making. We now have students on Educational Policy Committees, we have a resolution from the faculty expressing an intent to incorporate students in faculty meeting discussions, and many departments have incorporated students in departmental decision making. Students have insights and knowledge which make them valuable participants in discussions, and the use of this competency should increase.

The last trend — the de-emphasis on grades — is admittedly the weakest of the three from the standpoint of progress made, but a most important area of change. We now have a credit-fail option, and the social studies course last fall was not only credit-fail but ungraded. Grades in their present form are a major block to honest communication between professor and student. Student behavior is too often determined by a concept of what will get a good grade and too little by what will increase learning. While it is to be hoped that grades correlate to some extent with learning, it is no secret that they do not always correlate, and when they don't, the system has reinforced the students who pursue grades rather than the student who pursues learning. Perceptive students have always recognized

this, but it is resented more than when I was in school. We were more willing to accept the wisdom of the prof — and I'm not at all sure we were right. One of the problems in changing grading is that too few college professors have studied testing as a technical field to be sure of themselves in this field. For all of the emphasis on grading and testing in colleges, most teachers have a basically anti-intellectual attitude towards the study of testing. Too many college tests are essentially amateurish and unprofessional — and thus relatively invalid. The lack of validity is confirmed by numerous studies which show very little correlation between college grades and any criteria of later accomplishment. My hope here is not that the college abandon evaluation, because evaluation is necessary both to measure progress in an educational program and to facilitate the certification responsibilities of the school. The hope is that we can find some way to make the evaluation system support rather than frustrate the learning and teaching efforts. This will require that college teachers acquire more of the body of information on testing and become more open to changes in present grading procedures. As I mentioned earlier I see less progress here than in the other areas, but I feel improvement in this area would allow a major improvement in the education of students.

Talk

(Continued from Page 12)

points are thoughts, not part of a manifesto for change. manifestoes in art were sprung sixty years ago, as were some political "manifestos". thoughts are apt currency in a mass media age and I am writing thoughts for a limited mass in hopes of truth, beauty and PEACE. proverbs 8:8—"All the words of my mouth are in righteousness; there is nothing forward or perverse in them. They are all plain to him that understandeth, and right to them that find knowledge. Receive my instruction, and not silver; and knowledge rather than choice gold." Good night.

What's So Special About Graduates of Grinnell College?

We hope the past four years have been good "growing" years for you and that you will carry with you much of your enthusiasm and concern for people. (That's what is special).

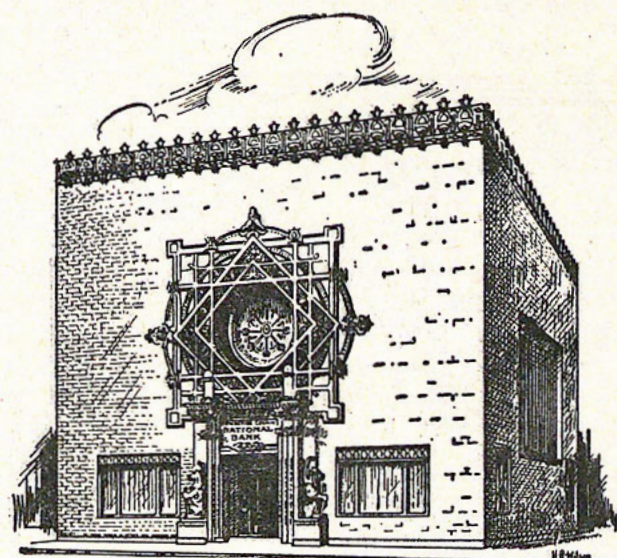
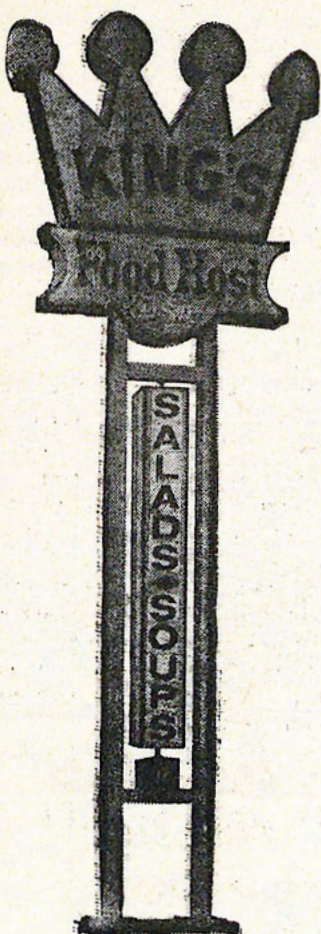
We hope that you have enjoyed the leisure moments you have spent in King's and that you may have noticed that we too, care about people.

Good Luck

BRUCE BEYMER

Owner-Manager

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