

Clarification And Interpretation Of Week's Events

Since the S&B's special issue Wednesday, there has been some clarification on the events of early last week. Corrections of errors in our special and disagreements of interpretation among participants are below.

CBS spokesmen Lawrence Wright and Deborah Wright said that the report that black students met in Younker Lounge at 6:00 a.m. was incorrect. As Lawrence put it, "The physical evidence itself implies that we must have been moving pretty rapidly by 6:00." Deborah told the S&B that there were members of CBS who did not know of the planned action as late as Sunday noon, but she declined to elaborate any further on the sequence of events leading to the takeover.

The S&B can only speculate that a number of key members of CBS knew about the plans the day before and that those who did not know were informed during the night and early morning at some time as plans proceeded.

Lawrence Wright clarified exactly what had taken place in President Leggett's office Monday morning. He said that all of the demands were discussed, but that the President refused to negotiate any points which were outside his authority to deal with.

Leggett had told the S&B that those demands "concerned things which were being done already by the administration or were being done," but the CBS spokesman disagreed. Lawrence Wright said that more of the things Leggett claimed were being done were obvious to CBS members.

President Leggett told the S&B Sunday that agreements were made Monday morning, but some of them he considered fairly minor and said the administration was more than willing to grant them. For example, he said the college has tried to have present at official policy discussions concerning blacks representatives of the black community. From now on a "mandated spokesman" will be present, so the matter will be handled a bit more formally.

President Leggett attempted to clarify the nature of the agreement which CBS representatives had interpreted as a commitment to complete negotiations by Saturday. He gave to the CBS representatives a written statement which said substantially that "if the library was cleared by the stipulated time (12:30) we would be beginning discussions immediately and the results of these would be presented to the Trustees" who were already planning to be in town during the weekend for discussions concerning the budget. Leggett said that though CBS had interpreted this as a commitment to discuss all the proposals, he was still not sure Friday whether they would be able to complete the discussions of all the points in time to present the results to the Trustees.

The agreement not to take reprisals against CBS members who participated in the Burling occupation was also on condition that they leave the library by the "stipulated time."

Leggett said the administration agreed that the measures in section (i) of the Student handbook would not be invoked. Later during the week CBS negotiators interpreted

See EVENTS Page 5

Negotiations Completed

Leggett, SGA Review Results

News Summary

Negotiations between Concerned Black Students and the college administration are now completed; a number of definite agreements have resulted from the talks.

President Leggett's statement to the college community about the origins of the talks and the various resolutions which have been made is on page 4 of today's S&B.

The SGA cabinet has also issued a statement describing the negotiations and their part as observers and official student representatives in them; an article summarizing it is at right.

Other related stories in this issue concern a clarification of the events of early last week (left), and a report on the weekend's meeting of the Trustee's Executive Committee (below), and a report of the meetings for students which were chaired jointly by CBS and SGA (page 5).

Blacks, SGA Meet With Trustees

Seven black students and SGA Cabinet members Shelley Floyd and Mario Bognanno met Sunday afternoon with several trustees of the college who were present on campus this weekend.

Black students Al Wheat, Russ MacGregor, Ernie Rose, Lawrence Wright, Marilyn Cubit, Marc Lafont, and Dennis Moss met with the trustees for four hours to discuss the problems of the Grinnell black community, and the general education of whites and blacks at Grinnell. Near the conclusion of the informal meeting Wright read a joint statement by the black representatives and SGA cabinet, which is reprinted elsewhere this issue of the S&B.

SGA President Shelley Floyd, who said she felt the meeting was "worthwhile", added that "some concern was expressed over the events of the last week, but the students' comments were well received and I think there was general under-

standing of the issues." Mario noted that the trustees were not angry at the black students' actions, but desired, and got, explanations.

Dean Wall noted that "this week has been a tremendously significant educational experience for me," and President Leggett added that since the main business of the college is education, the college must take steps to eliminate the "cultural shock" experienced by both the black and white communities here.

The Trustees, who constituted a quorum of the Executive Committee of the Board of Trustees, approved

the Black Admissions Board proposal passed earlier in the week by the faculty.

Leggett noted, however, that the Black Admissions Board and the resolutions passed by the Executive Council are just "compromises" which have to be tested in actual usage.

Representatives of the black students negotiation committee and SGA read a statement to the trustees thanking President Leggett and Deans Kimbo, Wall, and Walker for their "consideration" and "fairness" during the negotiations.



photo by Jon Davis

Classes End Tomorrow

Student diners in Quad, trays in hand, wander aimlessly among the tables, seeming more intent on the business at hand than in admiring the new brightly-decorated Christmas tree.

Wednesday's meeting began with discussion of a demand for a student-faculty review board to hear black grievances against certain faculty members and courses. The administration pointed out that the faculty, AAUP, and accrediting association would not allow any body with a final say over grades; and that grievance procedures already existed through several administrators, the Committee on Academic Standing, or the student coordinators. Black negotiators indicated general student ignorance of these procedures, and indicated that they would be tested. If found ineffective, the demand would be renewed.

Discussion then moved to the creation of a Black Studies major. Black negotiators explained that such a major would enable blacks to learn about their own heritage and would attract black students to Grinnell. They denied that the entire program would be oriented towards social studies, or that the program was demanded just to provide Black Studies teaching positions. The administration team pointed out that action on any major program must come from the All College EPC, the Executive Council, and the faculty.

CBS proposed the creation of a Black Housing Committee and, after clarifying that this Committee would send recommendations to the Student Housing Committee and the Social Policies and Regulations Committee for approval, the proposal was accepted. It was specified that President Leggett would act as a final arbitrator in any disagreements, and that other student groups could set up similar committees.

Friday afternoon was devoted to discussion about the SAGA food service. Blacks complained about the differences between SAGA food and the food they are accustomed to eating and asked that blacks be allowed to reject the Board option. The administration expressed concern about possible repercussions of such a move, and indicated that individual students with demonstrable health problems are already exempt from the board plan.

The final issue discussed was black control of black funds. It was agreed that a Black Student Auditor would be appointed to administer petty cash funds of the CBS budget, and that CBS officers would be consulted before the disbursement of money from the Martin Luther King Scholarship Fund.

It was agreed that an "ad hoc" committee would be appointed to draft a detailed proposal for presentation to the EPC during the first weeks of second semester.

Next, the negotiators turned to the issue of a black representative on every committee. The blacks clarified their position to indicate that they meant only committees which currently have student representation. The administration responded that nearly all such committee meetings are open anyway and that students can attend, make proposals, and even submit minority opinions. The black students agreed to work within this framework. It was also agreed that any other committees dealing with issues of concern to blacks would consult the black representative before taking any action.

Thursday, Black negotiators also mentioned a desire for say in all black housing, and proposed a black co-op.

Establish Public Events Fund

At the Joint Boards Meeting last night the Public Events Fund proposal as described on page 4S passed with two amendments: One additional student and Miss Dentel (College Activities Counselor and Program Director of the Forum) were added to the newly restructured Public Events Committee and the amount of funds to be taken from the SGA Popular Concerts Budget for this purpose was reduced from \$6500 to \$4000.

It was also decided at last night's Meeting that an opportunity to address participants in last week's negotiations directly should be given to any students or faculty who have questions or comments. An open meeting will be held later this week at which representatives of Student Government, CBS, and the Admini-

stration tentatively plan to be available for this purpose. The Student Coordinators' Office is also inviting any questions that members of the community might have.

Further discussion of Mr. Dawson's proposal for a new public events program and discussion on a statement from the Joint Board regarding the CBS Manifesto and reactions to it occupied most of Monday's meeting of the CofHP, AWS Joint Board at 9:00 p.m. in South Lounge.

Mr. Dawson, Ed Levine, and Chip Shofstall were present to discuss their ideas and feelings about Mr. Dawson's proposal for a new public events program. The program would set aside \$15,000 for the contracting of cultural events, such as theater, ballet, and orchestra concerts, for the Grinnell College community.

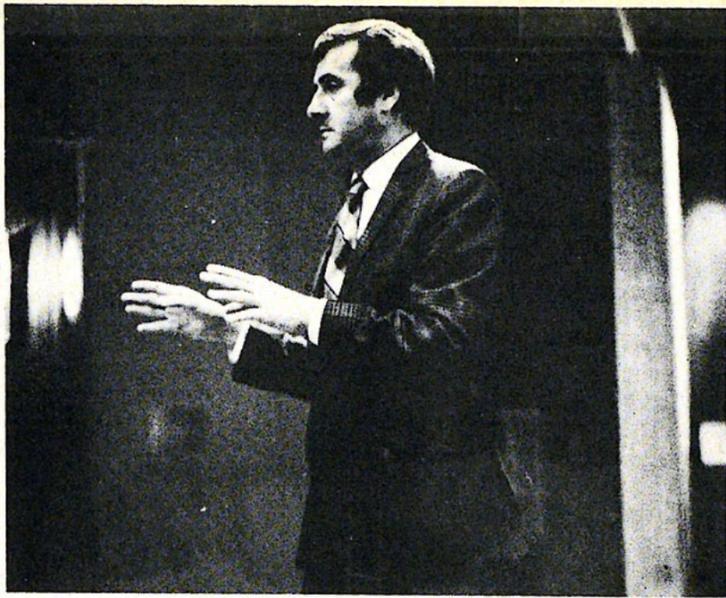
Chip Shofstall, from the Initiative Fund, feels that it is a good idea. It would result in bringing better quality cultural events to the college. Ed Levine also feels that the idea is a good one, but objects to the large amount of money being taken from the fund for popular concerts. Although willing to give \$1700 per semester to the program, he feels that \$6500 per year is an excessive amount and is concerned about how this large a cut would limit the ability of the Social Coordinating Committee to provide entertainment for every weekend. The reply was that it would not involve a decrease in activities, rather a change in the nature of activities available.

When asked how a \$2500 decrease would affect the program, Mr. Dawson replied that it would be an improvement over the present situation, but is still a large proportion of the budget. He also added that the decision is mainly a value judgment. As it stands, money allocated for popular concerts far exceeds that allocated for cultural events. The change of funds would help balance the proportions.

The general trend of the discussion was that it is a good idea to offer a diversity of entertainment on Grinnell campus. The major problem is the amount of money to be taken from the popular concert fund.

There was some discussion about the problem of noise in dormitories. Sam Clemons mentioned Mr. Caulkins' survey in which 22 out of 47 students said they had had trouble sleeping after 12:00 p.m. on weekends. Donna Rothenberg said that this wasn't really representative and could be deceiving as a person could reply if it had happened only once or twice in over two months.

The problem of fining those students who refuse to bus their own trays in Cowles was referred to the Social Policies and Regulations Committee.



Writes Letters To Ray

State Senator John Tapscott spoke to a small audience of students, faculty and townspeople last week. Tapscott is running for the Democratic nomination for governor, and uses "quality of life" as a campaign slogan.

Photo by Dan Henry

Telephone Service Restored

Telephone service was restored to most college residence halls by 4:30 p.m. Sunday following the return of about 83 transmitters and one earpiece.

An anonymous telephone call was received at about 3:00 Sunday indicating four locations where telephone parts might be found. Student volunteers found the 83 transmitters and one earpiece in two of the locations, one near the James Hall Coke machine in the South Campus loggia and the other on the Sixth Avenue staircase of the Fine Arts Building.

Two student volunteers installed transmitters in all the damaged telephones. They then turned in all remaining parts and a list of phones which were still inoperable to the Physical Plant. General Telephone began repair work on these phones yesterday.

Among these were the discharge of eight fire extinguishers on South Campus, gold paint splashed on the outside of Darby gym and the Ward field scoreboard, ropes cut on the new flagpoles, and the breaking of a parking regulation sign.

Several incidents of vandalism occurred Tuesday and Wednesday. After a three day respite, vandals struck again, this time altering the wiring inside several of the new globe street lamps on the campus.

Hawn indicated that there was no certainty that these actions were in any way connected with the earlier acts of vandalism. He said that there

was some evidence that Grinnell High School students were responsible for the paint splashing. Hawn added that Physical Plant staff, like everyone else on the campus, was increasingly aware of every small bit of damage, and that some acts which normally go virtually unnoticed might be being noted as "vandalism".

B&G's efficiency has been cut to below 50% since Tuesday because of the lack of telephone communications. Hawn said, however, that the College community has been patient and that Physical Plant is working as fast as possible to find and repair the day to day breakdowns in electrical, heating, and plumbing systems.

Contract Decisions Not Yet Complete

The administration has not made final decisions on all faculty contracts up for renewal this year, the S&B learned yesterday.

Normally these decisions would be announced to the individual faculty members by December 1; however, Dean Wall told the S&B that in one or two cases the faculty member himself is allowing the administration extra time.

The Executive Council did complete its recommendations to the President by November 27.

Faculty Acts On Freshman Committee

by Anne Walter

The faculty meeting yesterday afternoon had an aura of unreality: most of the faculty sat on the periphery of the room leaving the center chairs empty; clandestine conversation and bits of laughter occurred throughout the meeting; there seemed to be the realization of greater pressures this week which lent to the sense of absurdity this afternoon.

Several important points were made however. A motion was presented to make some changes in the Freshman Year Committee, a recommendation for an honorary degree was made, and Shelley Floyd made a plea for student opinion.

The Freshman Year Committee is a faculty committee with several student members that is designed to make recommendations especially concerning academics for the freshman program. The Dean of the College is designated as chairman of this committee. The motion was made and passed to make Mr. Clotfelter, in his capacity as chairman of the faculty, acting chairman of this committee, excepting the duties of negotiating with department chairmen and budgetary matters while Dean Wall is on sabbatical next semester.

Several additions to the membership were proposed but action was not taken due to the lack of a quorum. It was suggested that Jim Tederman, assistant dean of student affairs, and two additional students (one freshman and one black) be made members of the committee.

Shelley Floyd was asked to give an opinion on these recommendations and surprised the faculty by blurted out, instead, her discontent at not being informed prior to meetings of those things on which the faculty wants student opinion. She felt that the off-hand manner in which she is usually asked to give an opinion was indicative of insincerity on the part of the faculty in their desire to take student opinion into account. It is impossible for her to assess student opinion on many issues if she is not informed prior to the meeting.

Mr. Robert Wilson Crawford who is well-known for his work in recreation in inner-city areas has been recommended by the faculty to the trustees to speak and receive an honorary degree at the formal convocation of the new P. E. complex. This convocation will occur during the alumni week-end, the week after commencement this spring. Mr. Crawford, pending trustee approval, is to be invited to give the principal address at this convocation.

There are several important issues to be presented to the faculty at a special meeting this Thursday. The results of the negotiations with CBS will be presented at this time. Mr. Walker may ask for discussion on both the budget and admissions at this meeting.

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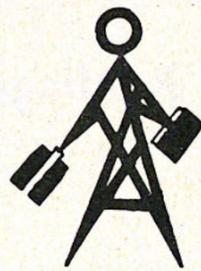


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Budget Solution: More Students? Search Procedures Formed

by Don Dagenais

The informal trustee meetings this weekend focused on several long-standing problems of the current budget which have only recently come to be of great importance because of current financial squeezes.

Budgetary difficulties of the college stem largely from the great capital expenditures of the college extending over the past ten years. New buildings during this time include Burling Library, the Fine Arts building and Roberts Theater, Norris Hall, the Forum, the Book store, additions to the Science building, and renovations in A.R.H.

Dean Wall in a September, 1971, address to the Faculty noted that "the large deficit in the Plant Fund occurred because major expenditures for Plant additions were not balanced by a gift flow to the Plant Fund. It was not possible to divert unrestricted gifts to the Plant Fund because the ever-increasing cost of Current Operations necessitated that all gift flow be directed to this use."

Dean Walker considers this a dangerous situation. Grinnell now holds an annual endowment of approximately \$13,000,000 at a time when "many economists suggest that colleges of the type and size of Grinnell should have endowments of at least \$25,000,000 to ensure a fairly 'secure' financial future." In order to get the Current Budget on its feet, and to again direct the endowment flow towards the deficit in the Plant Fund, the college must find ways to increase the money flow into the current expenditures budget.

In January of 1970 a faculty committee was formed by Dean Walker consisting of Mr. Allen Jones, Mr. Voertman, Mr. Verrette, Mr. Wubbels, and Dean Wall. The committee, at that time entitled the Committee on Administrative Services and Cost, had the power only to make recommendations to the administration on budget priorities and possible solutions to the ever-increasing problem.

In September of 1970 the committee was renamed the Budget Priority

Wall To Complete Book During Leave

Mr. Joseph Wall, Dean of the College and Parker Professor of History, will be on leave next semester. He will teach one course at Brown University in Providence, Rhode Island, and he will do research on a book now under contract with Oxford University Press.

In Dean Wall's absence, Dean of Administration Waldo Walker will be acting Dean of the College. During the first month of next semester, Mr. Walker will also be acting President, while President Leggett is on leave.

Dean Wall's book, to be entitled "The Election of 1872: The Unmaking of a Revolution", will be a study of that election with reference to Reconstruction. His thesis is that 1872 was the crucial election in undoing the social revolt that was promised by the Civil War and Reconstruction.

Mr. Wall has already done some research on his book, and expects to complete that at Brown and do most of the writing as well. He hopes to have his book ready by the Fall of next year.

Planning Committee, and, with the absence of Mr. Jones, continues under the same function today.

During the 1970-71 academic year serious budget constraints were placed on the various departments, and as a result of the careful control of expenditures the college finished the year \$95,000 in the black. This was immediately applied to the \$256,000 Current Fund deficit during the two preceding years. As Dean Wall said last September, however, "in view of the large Plant Fund deficit and the Current Fund deficit from previous years, I would still have to say that...Grinnell's financial problems are serious but not critical."

Cost cutting programs are continuing, and as a result, despite inflation, the 1971-72 budget is smaller than the budget for 1970-71. However, Wall predicts that it will be impossible to keep expenditures down at that level for long.

The problem is complicated by the administration's desire to increase faculty salaries. Guidelines established by the Trustees state that there must be a direct one-to-one relationship between the percentage of tuition increase and the percentage of salary/wage and operational cost procedures. As salaries rise, tuition must rise also.

No decision has been made in either area, however, primarily because the college has not yet received definite indications from the Cost of Living Council and the Pay Board as to what the levels of increases in salaries and tuition can be. "We have to get the level of tuition increase settled pretty soon," Walker said, "but we have to wait for the Pay Board to tell us what limitations we have."

A tuition increase does not have to have the general Trustees' approval. "We will just make a decision, and then write the Trustees," Walker said. "In any case, we WILL balance the budget."

The Budget Priorities Planning Committee last Spring issued a report to the administration citing their recommended solution to the problem in the short-run, at least: an increase in the student body. This is merely the method by which the college would increase the student:faculty ratio. Three years ago the college had a ratio of 9.3 faculty members per student; next year the ratio is projected to be 12.2:1.

Mr. Voertman, member of the Budget Priorities committee, told the S&B that "in the last thirteen years the college has developed an impressive physical plant but enrollments have remained virtually unchanged. So the physical plant expansion budget has increased relative to the college's direct educational budget, although both have increased in absolute terms. We are underutilizing our overhead costs." The Committee recommends that the student body be gradually increased to 1500 students over the next few years.

"We have more plant than we really need for the student body," said committee member Mr. Wubbels. "So we advocate more students to make use of it."

Several problems arise from this recommendation, however, primarily concerning housing and admissions policy. As Dean Walker said in a memo to the Committee in

November, "the size of our applicant pool is extremely small for a college which has or aspires to have a selective admissions policy."

"The college has a very academically well-qualified student body," said Wubbels, "but we don't select them!" The strong academic reputation of the college creates a selectivity from discouraging poor or only moderately well-qualified students from applying in the first place, the Committee feels. Therefore last year only 200 applicants out of 1200 were rejected.

Solutions to this problem are difficult. Only way to accomplish an increase in the applicant pool would be to "make an effort to broaden the quality range of students to whom we tender offers of admission," Walker said. This would decrease the college's standards for students. The policy might not be as disastrous as it sounds, Walker points out, for "Colorado College has done this quite gracefully for years and turns out products who appear to be no less qualified than our graduates."

The housing problem should not be solved, the Committee feels, by building more dormitories. "We can use houses the college owns now," Wubbels said, "instead of renting them to faculty. They would accommodate 100 students at least." And perhaps if the town was made aware of the necessity for student housing, enough off-campus facilities could be provided. "Nobody has really explored the possibilities," Voertman said, "But I feel confident that housing could be provided through the town market."

The Budget Priorities Committee has also done some investigation into the weights placed on various parts of the budget. "There are many value judgments concerning budgetary trade-offs," Mr. Voertman mentioned. "Last year we cut the P.E. budgets by about \$10,000 out of a \$50,000 budget," Wubbels noted.

"The major cuts came in competitive sports, specifically inter-collegiate athletics."

These matters are all still under debate and by no means settled. Solutions to the problem do not readily present themselves, but, as Walker notes, the college MUST solve its budgetary problems in a short period of time. "I guess what we really need," Wubbels noted, "is for a great grandfather somewhere to drop a million dollars out of the sky."

The Search Committee after its first meeting has come up with procedural guidelines in recruitment of black and women faculty along with procedures for departments authorized to make appointments in their recruitment of black and women faculty.

As presented to the Executive Council and Department Chairmen they are:

The Search Committee's procedural guidelines in recruitment of black and women faculty:

1. Appoint a secretary to keep regular minutes of discussions and actions taken by the body.
 2. Maintain continual communication with department chairmen who have been authorized to recruit faculty personnel.
 3. Provide resources for the exploration of all avenues for seeking out and recruiting black and women faculty.
 4. Maintain a permanent file on black and women faculty.
 5. Develop procedures for all departments to follow in the recruitment of black and women faculty.
 6. Review all credentials and resumes submitted to the departments.
 7. Cooperate with department chairmen in determining priority of invitation of black and women candidates for an interview.
 8. Be a part of each interview team on and, when feasible, off the campus.
 9. Make a written recommendation to the department chairmen and Executive Council on the evaluation of candidates brought to the campus for an interview.
- Procedures for departments authorized to make appointment in

their recruitment of black and women faculty are:

1. Obtain names of possible black and women candidates from colleagues, friends, Search Committee, alumni and conventions.
2. Disseminate job descriptions to broad spectrum of graduate schools.
3. Formulate a list of all possible black and women candidates.
4. Request credentials from all black and women candidates.
5. Present all credentials to Search Committee for appraisal.
6. Cooperate with the Search Committee in determining priority of invitation of candidates for an interview on the campus.
7. Interview each candidate invited to campus.
8. Submit a written evaluation of each interviewed candidate to the Search Committee and Executive Council.

Presently there are five full time positions open including one in American Studies, specifically Anthropology; Biology, specifically molecular or microbial genetics. Also positions in Classics, Education and Religious Studies are open. There is one temporary position in the Mathematics department for one year to replace a department member who is going on leave. Information concerning these positions is being sent to women's colleges and black colleges throughout the nation along with letters from Miss Noble, Mr. Thornton and Mr. Kimbo.

The Search Committee was formed after complaints were made that Blacks and Women were being discriminated against in college faculty hiring.

Bakery May Close

The Danish Maid Bakery may no longer be open during the early morning hours if the problem of theft is not solved.

A watch was stolen from the bakery recently. Bill Hansen told the S&B that he thinks it was stolen early in the morning of Monday, November 29, along with two pies and one coffee cake.

The watch is an Eternamatic, silver with silver Spiedel band. An inscription on the back reads "To Bill From Mom and Dad 1961".

Unless the watch is returned by December 8 (tomorrow) the bakery will have to close for early morning customers. The bakery does not expect the stale pies and coffee cakes to be returned.

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5 Profs On Leave

Five professors will be on semester leaves for the Spring, 1972 term.

They are Joseph Danforth, Dack Professor of Chemistry; Helena Ponsetti, Richards Professor of Modern Languages; Herbert Prescott, Professor of Communications; Anna Wack, Associate Professor of Physical Education; and Joseph Wall, Parker Professor of History and Dean of the College.



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Leggett Statement On Black Agreements

December 6, 1971
 TO: The Campus Community
 FROM: Glenn Leggett, President

At this juncture, we can only speculate on or hope eventually to understand the immediate sources of pressure which impelled the black students to take the action they took at Burling Library on the morning of Monday, November 29, 1971. There is no question that the College had been concerned about problems affecting these students and had been dealing with them for several months. But there is also no question that the still-small number of blacks at this and other colleges makes them the victims of frustrations which are not easily apprehended or understood by others either on or off campus.

Certainly in confronting the situation at the library on Monday morning, I made a deliberate effort at understanding what the attitude of the black students was at that moment. As I made this effort, I felt, too, that I was avoiding precipitate action that could have had the effect of escalating the problem. The students were not exhibiting anger. They showed not the slightest tendency toward violence. They were not disrespectful or discourteous. They simply maintained that a number of things had to be done to relieve their doubts about their survival as students and persons on this campus.

My first job, accordingly, was to get into the building and to find out what these students meant by their demands, most of which, as I told them at the time, were impossible to grant. They replied that their grievances nevertheless pointed out the need for certain additional procedures and policies that they felt must be instituted to insure the continued viability of the black community on campus.

Upon being admitted to the building, I called our Dean of Administration and the Dean of the College who joined me in the library, as did the Dean of Student Affairs later in the morning. We sat down with a delegation of the black students and asked them to explain their grievances so that there could be some understanding of the motivation for their actions. In the course of these discussions, I felt that two things became clear: first, to the students, that the demands were more qualified than they sounded; and second, to us (the deans and myself), that certain matters needed to be looked into so that the black students might continue to move forward educationally and personally as equal members of the college community.

In our discussions, I informed the students that in one or two instances their complaints, as stated, were being dealt with or would be dealt with through existing policy and procedures. They accepted this statement and said that their main concern at this time was in improving the structures by which prospective black students could be identified, recruited, and admitted to the college. I agreed with them that this was of primary importance.

After these clarifications had been made, I considered that the period of discussion was over and told the students that, though the remaining matters in a revised form could be discussed, I did not intend to hold such deliberations until the doors of Burling Library were opened and the building restored to normal use. The

delegation of students in my office informed the general group of this stipulation and returned to say they would comply. By 12:15 p.m. the doors were opened and by 12:30 p.m. the black students had left the building and Burling was in normal operation.

There had been no violence of any kind, no damage whatsoever to the building or its contents, and no discourtesies shown to the deans or myself during the morning's events. Thus, though the building should not have been occupied and closed as it was, I felt that, because the students had acted out of an obvious sense of distress rather than of anger, and, above all, because they had opened the library at the time I stipulated, no disciplinary action would be taken against the individuals involved.

Since these events took place, there have been continuing discussions which have been productive and important for the college community as a whole. The grievances originally presented as demands have been tempered and submitted to the college as issues lending themselves to feasible resolution. Representations of all of the constituencies on campus--students, faculty, and staff--have entered into these discussions and generally support the need for close consideration of the ongoing concerns of black students in a predominantly white culture.

To any judgment, then, of the way an administration acts in response to precipitate action must be added a consideration of the eventual outcome. I believe that our steps during and after the incident on November 29, 1971 were, and continue to be, careful and judicious, with no abandonment of the established orderly procedures for handling matters affecting college policy. All discussions subsequent to the November 29 conversations in Burling have been under the auspices of regularly constituted faculty, student, and administrative committees and bodies, and without any coercion.

I would add to this only that we continue to live in difficult times, and I believe that all of us will agree that forbearance and understanding are not yet obsolete modes of operation. Although we cannot tolerate violence, neither will we turn our backs without listening whenever real pressures confront any of our students and call for immediate concern and attention.

As for the substantive results of November 29 and December 3 in response to the revised demands presented by the black students, the following resolutions have been made and are here recorded for the information of the campus community. They have been approved, where appropriate, by the Executive Committee of the Board of Trustees. The resolutions are certainly not all that can be done to improve the situation of the black students. But they are steps forward: steps that are not simply acceptable to these students but bases on which further work can be done to improve the living and learning conditions of both the black and white communities. The rest is in the minds and hearts of all members of the college community--to build and maintain attitudes of genuine concern and to prove opportunities for communication and open discussion that will lead to a stronger sense of unity and harmony among us.

The following, then is a summary

of the resolutions on which agreements have been made:

Black Admissions Board

After negotiations with representatives of CBS, a proposal for an Admissions Board for Black Students was presented to the Executive Council and passed by a vote of 8 ayes, 1 nay, 1 abstention. This proposal was then presented to the Faculty in a special faculty meeting on Thursday 2 December. This proposal provided for an Admissions Board for Black Students:

This Admissions Board will have as its primary duty the deciding of all special cases in the area of black admissions that fall outside the guidelines set by the admissions policy. It will also have the same duties that are now assigned to the present Admissions Board.

Membership of the Black Admissions Board shall consist of:

Black Admissions Counselor, Chairman

Two representatives from the black faculty and/or staff appointed by the Dean of the College after consultation with the Chairman of the Faculty, the Chairman of the Faculty Organization Committee, the Chairman of the Admissions Committee, the Dean of Students, and the Black Admissions Counselor, and after conversations with CBS representatives.

The Dean of Student Financial Aid will serve in that capacity to both admissions boards to determine the financial aid for applicants admitted by either board. During the course of the meeting, the following amendment was added to the main motion:

"After the words 'admissions policy' in the first paragraph, add 'but the Chairman of the Black Admissions Board will read all black student applications and will send notification of admission to those students who, in his judgment, are acceptable and fall within the admissions guidelines.'"

At the conclusion of the debate, by written ballot the Faculty recommended to the President and the Trustees by a vote of 50 ayes, 22 nays, and 2 abstentions this proposal as amended for an Admissions Board for Black Students.

Black Committee Representation

On the demand for a black student on every committee or council: in our discussions it became clear that what was meant here was that there be a black student representative on every committee in which there is presently student representation.

After further discussion, it was agreed that CBS might contact the chairman of any such committee to learn the times of meetings and might send an observer from CBS to the committee meetings. In the case of the Freshman Year Program Committee, we agreed to present to the Faculty a request that there be an official member of that Committee representing the black students. This proposal will go to the Faculty in its meeting on Monday.

Black Student-Faculty Review Board

After discussion with the representatives of CBS, it was agreed that

the present machinery regarding student complaints in respect to faculty would be adequate in bringing to the attention of the Chairman of the Faculty and the Dean of the College instances in which black students may have legitimate complaints against certain faculty members, just as all students presently have the right to register such complaints.

Official Meetings on Black Community Problems

That no official meetings be held discussing the black community on this campus without a black spokesman present: this issue came up very early in our discussion and it was agreed that whenever there are broad policy matters under consideration that affect the black community, a spokesman for that community will be present to participate in the discussions.

Black Studies Major

The immediate institution of a Black Studies major: after discussion it was agreed that the Dean of the College would appoint an ad hoc committee consisting of faculty and students to draw up a proposal for a Black Studies major which would be presented to the all-college Educational Policies Committee in the first weeks of the second semester for its consideration and recommendation to the Faculty.

Institution of a Black Library

We presently have a bibliography of our holdings in the area of African/Afro-American Studies. After discussion, it was agreed that the most important and current books in that collection would be kept in an open reserve section of the library and that representatives of CBS, working with Mrs. Wyly, would establish this section in near future. It was further agreed that the present audio-visual equipment available to all students will, of course, be available to black students.

Black Housing Committee

The Black Housing Committee, which is a subcommittee of the Social Policies and Regulations Committee, will consult with the SGA Housing Committee, another subcommittee of the Social Policies and Regulations Committee, about all pertinent student housing matters, both residence halls and individual houses. If the two subcommittees agree about housing matters, they will send one report to this effect to the Social Policies and Regulations Committee which will then consider the matter. If the subcommittees do not agree, each subcommittee will send a separate report to the Social Policies and Regulations Committee as well as separate information copies to the President of the College, with the understanding that the President is the final adjudicator of any conflict.

Funds dealing with the Survival of Blacks

1. The Martin Luther King Jr. Scholarship - Recipients of this scholarship will be designated by The Dean of Admissions and the Chairman of the Black Admissions Board after consultation with the officers of the CBS.

2. A CBS student auditor will be designated to distribute the petty cash fund of the CBS Budget.

Food Service

1. An immediate attempt will be made to have SAGA provide choices on the menu that will include food that is acceptable to the needs of the Black students.

2. The College will obtain the temporary services of a nutritional consultant to advise the College of the nutritional quality of the SAGA food offering with the commitment to improve the nutritional quality of the food if the consultant advises that it should be improved.

3. Any student who has a certified medical doctor submit by mail to the Dean of Student Affairs a statement which states that there are significant problems related to that student's health resulting from a specific condition affected by diet, which, in the opinion of the college medical advisor cannot be accommodated by special menus provided by the College Food Service may be released from the College board options by the Dean of Student Affairs through consultation with the College Business Manager for the duration of that illness. Such a condition shall require that the student be under the care of a licensed physician and shall be reviewed at least once during the semester by that physician. Each student's case will necessarily require re-submission of the above statement by the student's physician after re-examination to the college medical advisor and to the Dean of Student Affairs at the beginning of each semester.

4. The College will reinstitute discussions with the Facilities and Food Service sub-committee and with SAGA pertaining to the possibility of instituting an a la carte cafeteria at the College.

Financial Aid to Black Students

1. The College may not adjust the figure upon which it calculates the cost of one year at the College above the \$4100 plus travel figure agreed upon by all of the colleges in the Associated Colleges of the Midwest. The allowable amount designated for travel under this agreement is as follows:

300-500 miles - \$50
 500-1000 miles - \$100
 1000-1500 miles - \$150
 1500- miles - \$200

2. The issue of placing Black students on the Financial Aid Committee was treated in the action of the faculty concerning the Black Student Admissions Board in which it was stated that consultation on Black Student financial aid would occur between the Black Student Admissions Board and the Director of Financial Aid.

Black Cultural House

1. The College agrees to install an adequate refrigerator and two adequate cooking ranges in the Black Cultural Center.

2. The College will consider what arrangements may be made to make study rooms available in the basement of the Black Cultural Center.

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the word "reprisals" to include academic reprisals. Leggett and Wall told the negotiators that the administration had no authority to interfere with a faculty member's judgement, since the decision is one between the student and his teacher.

However, Mr. Wall did agree to talk to individual instructors and that he would approve any requests for extensions that were recommended by the faculty member involved.

Lawrence Wright told the S&B that CBS had asked that no academic reprisals be taken. He said the administration agreed not to call in civil authorities.

There were two versions of the Black Manifesto composed during the week. The second did not include the demand that a community of two hundred blacks be established, but it included a new demand: "Black student-faculty review board." Mr. Wall said that CBS negotiators wanted this board to deal with cases where blacks felt they were being discriminated against by individual professors. The administration argued that the academic standing committee was already set up and that there were procedures of appeal through various channels.

The S&B had reported indirectly a statement made by President Leggett that the discussions Monday morning explained to the administration "what some of the points of the Manifesto really meant, stripped of their rhetoric." Deborah Wright objected to this terminology and said that the "explanation of the Manifesto was based on the rhetoric of the text of the Manifesto."

Lawrence Wright told the S&B that the administration and the CBS negotiators hardly spoke during the first half hour, while administrators were discussing the Manifesto and deciding what to do about the library occupation. He disagreed with Mr. Walker's statement that the demands of the Manifesto were modified with the first half hour of discussions." He said that only one modification was made during the first hour.

A negotiating session did take place Tuesday morning. The S&B had incorrectly reported that no such session took place.

In another article the S&B incorrectly stated that the full SGA cabinet would participate in the negotiations Wednesday afternoon. We had been told they would at the time we went to press. Only two representatives were in the afternoon negotiations. Craig Kugasaki's name was inadvertently omitted from a list of the members of the SGA cabinet.

CBS Clarifies Positions To Students

Four informational meetings held Tuesday night by CBS and SGA produced a clarification of the Black Manifesto and a good deal of discussion on the role of blacks at Grinnell and the changes which they see necessary at the institution. The Loose meeting was chaired by Lawrence Wright, the Main meeting by Ernie Rose, the Younker meeting by Marilyn Cubit, and the Cowles meeting by Alan Wheat.

Clarify Demands

The meetings began with a member of CBS clarifying the ten demands comprising the Black Manifesto. The changes and modifications were:

1. The figure of "200 representatives taken from all walks of life of Black people" had been dropped. Instead, CBS is asking the establishment of a Black Admissions Board, consisting of three black members of the faculty and staff. This Board would review the files of all black applicants whose applications would normally be reviewed by the Admissions Board.

2. It was made clear that this demand, which involved a black representative on every Committee of the college applied only to those committees where students currently have representation. However, it was stipulated that there would be a black representative called in to various committee meetings which directly affect the black Community.

Mandated Spokesman

3. This demand is designed to give the Administration a mandated representative who can speak for the black community. This would end the practice of "pulling a black student in off the sidewalk and asking him for the feeling of the black community on some issue" which was described by one CBS representative.

4. This demand involves allowing blacks, especially freshmen, to be guaranteed the right to live with other blacks if they so desire. CBS members mentioned that this year, some blacks got "stuck off on South campus, away from the majority of blacks."

5. The black students feel that SGA foods simply are not fulfilling their needs because they are so different from the foods to which blacks are accustomed. They noted, however, that the term "soul food" had not been employed. (Apparently, this term comes straight from certain portions of the Iowa news media.)

6. The blacks feel that the current financial aid program is not meeting their needs. They think that money that should be going for black scholarships is "disappearing" when fewer black students than expected enroll.

7. The Black Cultural Center is presently housed in a building which has no room that will accommodate more than 25 people. This leaves nowhere for black organizations such as CBS to hold meetings. Also, what facilities there are in the Black Cultural Center are in poor repair.

8. The black students feel that the presence of a Black Studies major would be an inducement for other black students to enroll at Grinnell. The lack of one, they feel, is definitely driving potential students away.

9. The black students want the right to administer funds that affect them and which they are, in some cases, responsible for procuring. One example cited was the Martin Luther King Scholarship fund. Black students created the fund, but have no real idea at present about where the money from it is going.

10. The Black Library would consist of a special section of Burling containing books, slides, films, etc. concerning black history, heritage and culture. This area would be open to white as well as black students.

Questions Raised

'After the CBS moderator had completed his point by point explanation of the demands, the floor was opened for questions from the assembled students. Below are paraphrases of some questions and answers.

Q. Is there a history to these demands?

A. Many of these same demands were made several years ago by black students and accepted by the administration. Since then, no action has been taken. It is almost as if the College is overlooking its Black students.

Q. Could you define the term "survival" as it is used in the Manifesto?

A. Survival refers to maintaining our life style in the face of continued pressure by the white community to assimilate us into the white culture.

Q. Someone said the number 200 was dropped from your first demand.

Is this true?

A. Yes. We realize that the college has financial problems. What we want, and can obtain with a Black Admissions Board, is a more equitable system for admitting Blacks - a good, fair system for processing Black applicants.

Q. Could you clarify the meaning of the minority veto power?

A. As it stands now, views of blacks are often overlooked by College committees considering aspects of Grinnell vital to blacks. The veto power would give us the right to, in effect, say STOP. What we want would be the right to hold up the meeting and the decision until the effects on the Black community of any particular action could be more fully explored.

Q. Dean Kimbo is a representative on every committee in the Committee A structure. Do you consider this adequate black representation?

A. No. On many of those committees, he must act for the entire student body as Dean of Student Affairs - and that is as it should be. We want someone who will be speaking only for the black community. We believe that it is a full time job for anyone to inform himself as to the black community's wishes on the many items which are decided.

Q. What would your financial aid demand? Could you explain it further?

A. The present financial aid boards do not relate well to black needs. We want financial aid for blacks put into the hands of the Black Admissions Board.

Q. If your negotiations with the administration appear stymied, will you call in outside help?

A. CBS has no contingency plans of any kind relating to such an action. We have absolutely no intention of calling in any outside help.

Joint Boards

Following the four SGA/CBS meetings in Loose, Main, Cowles, and Younker, the Joint Board met in South Lounge to assess the results of the meeting and plan any further Joint Board action.

The meeting received reports from the Joint Board members who had chaired the four meetings. The reports indicated that more than 400 students had attended the meetings--150 in Younker, 100 in Main, 100 in Cowles, and 85 in Loose.

All four meetings went smoothly according to their chairmen, and all four resulted in better communications between Whites and Blacks. The meetings apparently resulted in an increase in support for the CBS demands, as was evidenced by the signatures on the petitions of gen-

eral support which were circulated at the meetings.

Discussions then turned to what actions, if any, the Joint Board should take regarding the negotiations between CBS and the administration. It was decided that support for the Black demands was an individual matter, and therefore no vote was taken on whether or not a statement of support should be issued.

It was announced that two members of the SGA Cabinet were representing SGA in the negotiations. Shelley Floyd and Mario Bognanno represented SGA in the first meeting where SGA observers were allowed. There was a suggestion that Mario's position should be rotated among the members of the Cabinet.

After a long discussion on the matter, Phil Sasich moved that the Joint Board should leave to the discretion of the SGA cabinet who should represent them. His motion was passed.

More Meetings?

Several Joint Board members then asked if CBS could hold more informational meetings. Lawrence Wright, CBS Kotoko Spokesman, indicated that this was a possibility if in the judgment of the CBS membership such meetings would be useful and productive.

However, he emphasized that the CBS leadership could not commit CBS to a decision on this or any other matter without first consulting the members of CBS.

Confusion

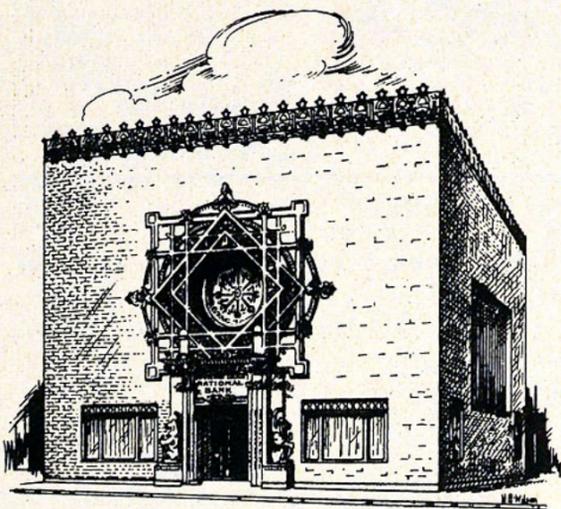
Some House Presidents had expressed confusion over the petition which many had signed the previous night. The petition was turned over to Shelley Floyd with an invitation for any House President who wished to remove his name to do so. At the end of the meeting, no names had been removed.

Sam Clemmons asked if a quorum was present at 11:40. Shelley Floyd replied that she had just completed a count, and that an exact quorum was present. Clemmons then left the meeting, effectively ending both the quorum and the meeting.

CBS Disclaims Recent Vandalism

Lawrence Wright told the S&B Friday that CBS is in no way connected with the acts of vandalism that have occurred on campus during the last week.

Such action is "against our policies at this point," said Wright. Transmitters from almost one hundred telephones were stolen last week, thus crippling communications on the campus. Other acts of vandalism included the theft of the ropes from the flagpoles and the writing of graffiti on many walls around campus.

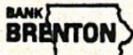


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Governor Sees 'Healthy' System

by Nancy Graham

Governor Robert Ray sees the new young voters as being "fresh with ideas and interests" which will be "very healthy for the political system." The Scarlet and Black interviewed the Governor Wednesday afternoon at the Capitol in Des Moines. Ray stated his feelings on many issues ranging from the new concerns of the young voter to the prominent events in the state and nation.

Ray noted that he had "advocated lowering the voting age a long time before it was popular". He was told by his friends and members of the party that he "couldn't get nominated let alone elected" if he continued to believe in the 18-year-old vote. But Ray went on to say that he continued to pursue the unpopular and place the bill before the Iowa Legislature. Ray was quick to say that young voters

should not be considered as an outside group (for "Voters are voters") but the presence of the new voter is the beginning of a "new era and very exciting era in politics".

Ray was also enthusiastic about student organizational potential on campus for the upcoming election. He believes that the students "aren't going to be wooed by gimmicky or hot rhetoric". What will win the following of the younger vote, according to the Governor, is the "record of the candidates, the attitude of the party, and the direction in which both are really going".

Ray was quite excited about the new voter and his role in society. He hopes that "young people will remain active" but he "doesn't believe in violence". The governor stated, "I do believe in active interest and stimulated minds. But work must be tempered with reason. Concerned students should have a good understanding and a good foundation for what they are doing".

He said he knew of many examples of times when concerned citizens had gone in to crack something and discovered that the information that they had was all wrong. Once again, he emphasized knowledge as the key to action. Ray also announced that young people were welcome in his office because "the issues will effect them more for a longer period".

In discussing his own political problems in the upcoming primary and election, Ray noted that Lt. Governor Jepsen, who will oppose Ray in the Republican primary, has not taken a firm stand on the issues. According to Ray, when Jepsen announced his plans to run and the reporters questioned him as to his motive for seeking the nomination, Jepsen replied, "I just want to be Governor". Ray noted that he has continually taken a stand on all issues and, therefore, the voter could

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be more confident of his political platform.

Ray was told of the visit to the Grinnell campus by John Tapscott, one of the Democratic candidates for the gubernatorial nomination, and Tapscott's complaints with the Iowa Welfare program. Governor Ray replied that the "program does need to be overhauled" but that "this is true in every state". Ray also noted that his administration has increased welfare payments and diverted money from the road-use fund to payments for the elderly.

A major consideration is the harm of inflation on payments for the indigent. Ray said that "inflation has hurt our welfare program but if the President's program does what it is supposed to do it will help immensely for continuing funding in the program."

Ray was quick to assert that Iowa has one of the best work-incentive programs in the country, namely the Winn Program. He also thinks that a major portion of the program should be directed to finding jobs for the poor and not only granting them monetary payments.

Governor Ray was also questioned about his views on the nomination of Earl Butz as Secretary of Agriculture. (The U.S. Senate confirmed this nomination the day after this interview.) Ray is generally opposed to Butz but stated that he "will work with him if his nomination goes through."

The major problem as Ray sees it is that "Butz does not have the support of the farmers, the very people that he must work with and that he will represent." The Midwest was never consulted on the reason for the nomination of Butz, according to Ray. "They have never explained why they chose this particular person."

Ray feels that the farmers are opposed to Butz for many reasons, one of them being that "Butz is a professor, which doesn't fit the connotation the farmers have in a Secretary of Agriculture." (Butz was a dean at Purdue University).

Ray swiftly asserted that he had nothing against professors but that "Butz may struggle the entire time he is in office trying to overcome the handicap of not having the support of the people he represents".

As a final question one of the great Grinnell sleuths asked the Governor if Tapscott's remark that Mr. Ray never answered his mail was a fair statement. The Governor vehemently denied this. The reporters left the office sure that they had stirred up a hornet's nest between the Governor and Senator Tapscott.

the S & B briefs

Publications Honored

Grinnell College received top honors in the annual eight state competition sponsored by the American College Public Relations Association and the American Alumni Council.

Five publications and photograph took merit certificates---the 1971-72 Grinnell College Catalog; The Grinnell Magazine; "The Sharing of Grinnell", a new admissions booklet; a supplementary recruitment booklet for blacks, the catalog of last June's exhibition of the college's permanent art collection and a photograph titled "Susan/Susan."

The five awards gave Grinnell the sweepstakes award for institutions under 2,000 enrollment. "We have won merit certificates every year for a good number of years, but this is the first time we hit the real jackpot", said Mrs. Ruth Prescott, managing editor of The Grinnell Magazine.

The University of Denver won the sweepstakes award for larger institutions.

Hold Joint Women Meeting

A group of women faculty and faculty wives has been meeting informally this semester to discuss topics centering around male and female roles in our society. Topics have included questions regarding individual experiences in childhood, cultural differences between men and women, sex role differentiation in children's literature and problems of academically qualified faculty wives.

The group divided into two smaller groups because of growing attendance, but is holding a joint meeting tonight at 8:30 p.m. at 1315 Broad Street. This would be a good time for other interested women faculty and faculty wives to visit or join the group. The meeting will include an evaluation of the group's present activities and consideration of its future organization and plans.

Research Grant to Fisher

Grinnell College has received a \$2,000 grant from the Research Corporation for a study project in the field of chemistry.

The grant will support research on "The Reactions of Cobalt and Nickel Dialkylamides" to be conducted by Keith J. Fisher, Assistant Professor of Chemistry, during the second semester and the summer of 1972. Fisher is examining nitrogen compounds in a search for unusual structures and catalytic properties. He has been working in this general area since 1964.

A native of England who joined the Grinnell chemistry faculty in the fall of 1970, Fisher earned a Grad R.I.C. degree at the University of Aston and a Ph. D. at Queen Mary College of the University of London. He has also studied at Chance College and at the University of Western Ontario, and taught and conducted research at the University of Wisconsin for two years before coming to Grinnell.

In view of the events of the past few days, we feel that any joke appearing on the front page of the S & B would be in poor taste. -RUBEN

We agree. You lose. -Eds.

Student Photo Show



The Grinnell Students Photography Show is now at the East Street Gallery, 723 State Street, across from the railroad station. Hours: 1 p.m. to 10 p.m. daily.

LEAP Ends Semester

After a most unusual semester, LEAP is getting ready to wrap up its environmental activities for the year.

The semester was a bad one for environmental activism at Grinnell. LEAP's paper recycling operation--perhaps the single most important project--was perpetually undermanned.

This poses a serious problem for the survival of the environmental consciousness at Grinnell.

Just as the "issue" of academic pressure was found to be a symptom of a general sense of alienation, the failure of students to offer their services to LEAP is probably a result of that same alienation. Students here have resumed their characteristic fetal position with respect to even the most vital problems their tiny world has to offer.

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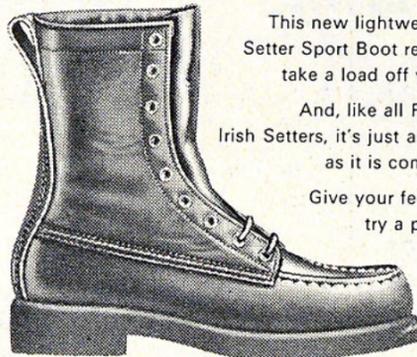


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No Tests For Applicants?

by Ann Cassel

The admissions policy at Grinnell has been a relatively hot issue this year, compared with previous years. The sudden interest in this aspect of college is caused by the proposal to discontinue requirements of SAT or ACT scores for applicants. According to Nick Ryan, the students on the Admissions committee generally favor such a move but the proposal has been tabled until further study could be done.

Some reasons presented for the removal of the board score requirements include a possible cultural bias in such tests, the feeling among high school students that too much emphasis is placed on a three hour test, and the fact that a student may tend to exclude himself merely because of board scores and fail to apply to institutions to which he may be accepted.

The general feeling is that the pool of applicants would increase if the requirement were abolished. The admissions committee tabled the idea because of a lack of evidence. A subcommittee was formed to check into the facts of the matter and produce sufficient evidence.

Magic Number 550

At present the standards for admission set up by the admissions committee include the requirement of either the SAT or ACT (the ACT was accepted last year) plus three achievement tests, three recommendations, and a personal inter-

view. Each year the admissions committee sets minimum standards for admission which can prove to be fairly flexible. The admissions office can make a decision on any applicant who is within the top 1/4 of his high school class and whose board scores are above 550.

Those applicants falling below this range must be discussed and decided upon by a faculty admissions board consisting of LaVern Durkee, Peter Connelly, Neal Klausner and Nick Ryan. In the event of a tie vote, Dean Waldo Walker acts as tie breaker. If the applicant scores below 650 on his SAT's or has a comparable score on the ACT, he cannot be denied admission without referral to this same board. The admissions staff also takes the applicant's recommendations and the personal interview into consideration in order to, as Nick Ryan puts it, "look at the total candidate".

Sons Over Daughters?

Although applications to Grinnell this year have increased slightly, the number of female applicants has decreased. The reasons for this trend can only be guessed at. Nick Ryan hypothesizes that it could be due, in part, to the present economic squeeze. Parents may consider a son's education more important than a daughter's and so would be more willing to spend the available money on procuring a good education for their male prodigy.

Ryan predicts that the enrollment in the fall of 1972 will be increased by approximately 25 students, 35% of whom will be on financial aid.

New Propaganda

Although Grinnell doesn't seem to be experiencing the decrease in applications that many small private colleges are, the admissions office is working hard at presenting a favorable image of Grinnell to prospective students as demonstrated in their new booklet, *The Sharing of Grinnell*. The *Sharing of Grinnell*, printed on 100% reclaimed waste paper, contains photographs of many facets of Grinnell College life quotes from students and profs and, of course, the usual, but in this case fairly well written, propaganda. Perhaps the most convincing and surely ego-building for students of Grinnell College is a quote from President Glenn Leggett: "What makes one college better than another is the style and quality of the people who attend it, who are graduated from it, and who thus belong to it, and in turn, possess it."

1st Snow Battle

Academic pressure and snow don't mix; at least not without a fight.

As nature was laying down a soft blanket of snow Sunday, some North Campus residents were laying down some plans of their own. The result was an hour-long, North Campus-South Campus snowball fight in front of Read Hall. Over 100 students participated in the battle.

Some 50 North Campus residents, the majority from Clark Hall, challenged the students in Read Hall. At 10:30 a.m. Read Hall residents countered by dumping water on the people issuing threats. Read Hall students emptied three fire extinguishers full of water in the effort to repel the invaders.

North Campus and South Campus later joined forces and attacked Norris Hall.

Faculty Meeting Approve Admissions Board

In a two hour meeting Thursday afternoon the faculty discussed and approved a change in the procedure to be followed by the college in handling applications for admission from black students.

The changes had been recommended by the Executive Council which had based its decision on the discussions that were held throughout the week with the CBS negotiating committee.

Under the present system all applications are read by Dean of Admissions Nick Ryan. "All candidates who rank in the top 1/4 of their class and who score above 600 (average) on the SAT of College Entrance Examination Board may be admitted by the Dean of Admissions."

Ryan is to "carefully investigate cases in which the average SAT score falls between 500 and 600 and should consult the Admissions Board if the case does not involve an obvious admission or rejection."

The Admissions Board must review those cases "in which admission has been recommended by the Dean where the applicant does not rank in the upper 1/4 of his high school class or whose SAT scores average below 550 or whose recommendations are qualified."

Whenever an applicant has SAT scored above 650 and the Dean recommends rejection, the full Admissions Board is required to review the decision. The Board may also review any decision of the Dean to reject an application, provided a member of the Board has reviewed the application and disagrees with the Dean of Admissions.

Dean Ryan is the Chairman of the Admissions Board and casts the deciding vote in case of a tie vote on

any application decision.

The general guidelines remain the same under the new system, but a separate admissions board will be set up to deal with applications from black students.

Mr. Ryan will still read all incoming applications, but he will forward applications from black students to the black admissions counselor (Mr. Hunt). Mr. Hunt will be authorized to admit students who fall above the 600 SAT threshold, and are in the top 1/4 of their class. He will send the letters of acceptance to all black students admitted.

In cases where the Admissions Board would normally have to act, the new Admissions Board for Black Students would consider the applications and make the decision.

The new board will be chaired by the Black Admissions Counselor; two other "representatives from the black faculty and/or staff" will be appointed by the Dean of the College to serve on the board. The Dean of the College is to consult with the Chairman of the Faculty, the Chairman of the Faculty Organization Committee, the Chairman of the Admissions Committee, the Dean of Students, and the Black Admissions Counselor and CBS representatives.

Financial Aid decisions for students admitted by both boards will be under the control of the Dean of Student Financial Aid (Mr. Ryan).

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Home Bus Rides Organized

Several groups are organizing busses to take students home at the end of the semester. Busses are tentatively scheduled to go to St. Louis, Kansas City, Chicago, and the Des Moines Airport. However, the final bus schedule is dependent on student interest.

LEAP is organizing a bus to Chicago. The fare is \$10, and all interested parties should contact Craig Murphy. A return trip will be provided if the survey distributed last Wednesday shows adequate interest.

The Texaco Greyhound station is also planning to organize several busses. A representative from the station will be in the Forum until the end of the semester on Tuesday and Thursday evenings from 8-10 signing people up for the busses. If an interest is present, Texaco plans to organize busses to Chicago, the Des Moines Airport, and St. Louis. The fares will be the same as the regularly scheduled bus service. Texaco is also planning to have busses pick up students at the end of the semester for the return trip to Grinnell.

The Grinnell Travel Agency is also planning several busses. Their destinations are Chicago, St. Louis, and

Kansas City. Price will be based upon the number of interested participants providing a number of air fare on Ozark's route. If ten people organize a group and depart on the same day, a special rate applies. The students do not have to return together. For example, the rate to Chicago is \$42.00 round trip. Similar rates would be in effect for most other cities on Ozark's routes.

Finally, Mike Darragh is organizing a bus to St. Louis. It would go along Highway 63 to Columbia, to I-70, then to St. Louis ending if need be, at the St. Louis bus station. People from Wentzville, St. Clair, New Madrid, Booneville, Ballwin, Marshall, Shelbina, or any other place along the way can be dropped off at the closest place along the highway-- their costs figured relative to the mileage to that point. People going to Columbia, if there is a sufficient number, can be taken to a more central location. Bus fare is dependent upon student interest.

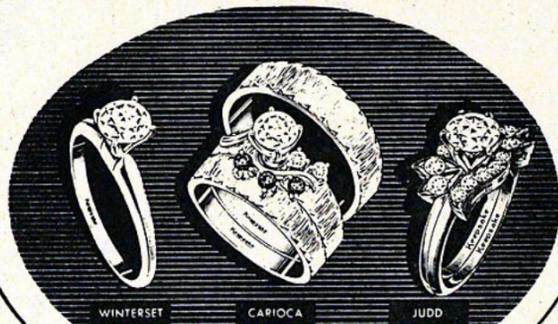
Anyone interested in a return bus from St. Louis on January 16 (the day before Spring registration) should contact Mike Darragh before December 17. It should be quicker and possibly cheaper than Greyhound.



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Pioneers Drop Three In A Row

The Pioneer cage squad opened the 1971-72 season with a 93-66 loss to Millikin University of Decatur, Ill. Grinnell's hopes for the loop title are not dimmed, however, since this was a non-conference game.

Conference competition began Friday when Grinnell met Monmouth.

Millikin Ahead

Millikin was in control for most of the game. They had a more balanced scoring punch than the Pioneers. While two of their players, Dan Parker, 6'-2" and Gary Diethoff 6'-6" provided nearly half of their points, they received some offensive output from all of their players.

Grinnell received outstanding performances from two of their players. They were senior Greg Bobinski and junior Chuck Patterson. Patterson led the team in scoring with 30 points while Bombinski followed with 21. Senior center Bob Burnett, led the team in rebounds with 13.

Pioneer Trio

Last year this trio combined for more than half (767 or 1459) of Grinnell's points. Unfortunately, the Pioneers won only 2 out of 22 games and finished last in the Midwest Conference with a 2-16 mark.

Burnett and Bombinski have been regulars for two years and fill pivot and outside spots, respectively. Burnett has led the Pioneers in both scoring and rebounding two seasons, collecting 369 points and 200 rebounds in 1969-70 and 376 markers and 208 rebounds last winter. Bombinski, a six footer, notched 194 points as a sophomore and 197 as a junior, and grabbed 57 rebounds both seasons.

Starting Lineup

Also in the starting lineup is Patterson who netted 194 points and pulled down 65 rebounds a year ago. He averaged 14 points per outing

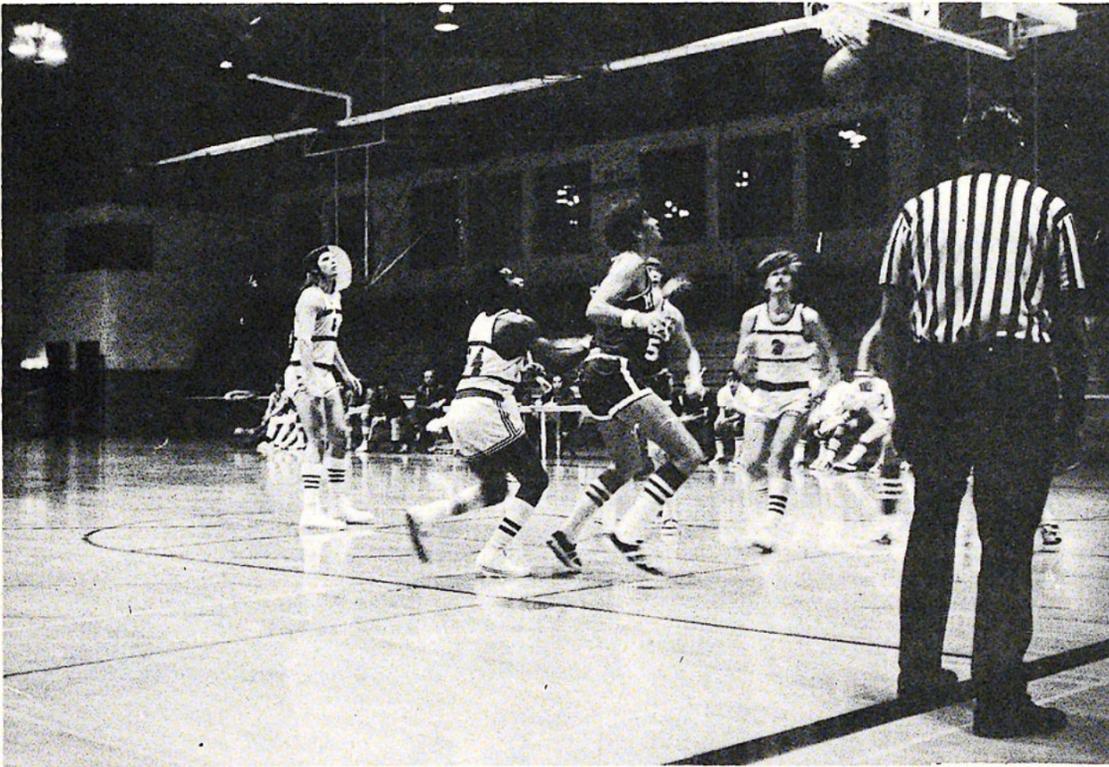


photo by Jon Davis

Bob Burnett of Clark Hall ripples the net on a successful free throw attempt as Wendell Taylor (34) and Jeff Jordan (3) watch the ball's flight. Burnett scored 49 points over the weekend.

during the second half of the season.

Coaching this season is Ray Boyd who succeeds John Pfitsch. Boyd had coached Grinnell's varsity basketball team for 23 years.

In their first conference confrontation, the Grinnell cagers suffered 73-59 defeat to Monmouth College last Saturday. This was the Pioneers second consecutive loss of a still young '71-72 campaign.

The first half began with Monmouth jumping to an early lead. However by the end of the period Grinnell had closed the gap to a mere four points (34-30). In the early minutes of the second period the Monmouth club jumped to a fourteen point lead. The closest that the Pioneers could close the gap was to 9 points late in the game.

Bob Burnett lead both teams in

scoring with 26 points. Monmouth's Mark Sager was runner-up for the scoring honors with 20 points. Grinnell's second highest scorer was guard Wendell Taylor who tallied 14 points.

Quotation of the Week:

(fragment from a conversation overheard in the Quad dinner line)

"I heard there was a panty raid in Main..."

"I don't think there's a need for them any more."

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IM Schedule Highlights

Currently the IM schedule includes two coed activities. Winding up the bowling tournament this Saturday were twelve Grinnell students, including Ken Ellensen, Jon Gray, Barry Huff, Jeff Dick, Glenn Cushing, Ellen Rostker, Ellen Yacknin, Meg Kaufman, Alica Thomas, Phil Frank and Mary Sweeney. In order to qualify for this round of the tournament the bowlers had to complete the previous round with a score of 400 or better.

Also on the IM scene this week was the second round of the badminton tournament. With two more rounds to go, the six competitors met at their own convenience in the P.E. Complex and played three game matches. The unique feature of this activity is that two faculty members, Mr. DeLong and Mr. Herman are also participating.

Coming up the second week of school next semester will be IM basketball. The teams will be established on an interest group basis as was done last year. Therefore it is imperative that all groups of five or more players submit their names to either Jim Bogart or Dave Gitlin. In addition to the interest groups hall teams will be formed and players can participate in both types of teams. If there is a poor response to the interest teams only hall teams will be scheduled. There is also a great demand for referees who will be remunerated one dollar per game.

Anyone interested in reffing should contact Dave Gitland or Jim Bogart.

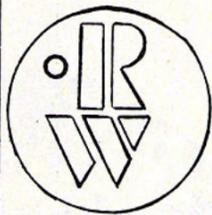
Constance Humy won the singles championship and joined with Miriam Burstein to capture the doubles title in the women's division of the first annual Grinnell College

Novice Tennis Tournament.

Miss Burstein was the runner up in singles action.

Top placers in the mixed doubles competition were David Crow and Judith Markewich.

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Gridders Pick 1972 Captains

Seniors Mario Bognanno and Jim Pirolli have been honored as Grinnell College's most valuable football players for 1971 and juniors Jeff Dick and Drake Holliday have been elected captains for next year.

Bognanno (Des Moines) and Pirolli (Melrose Park, Ill.), three-year regulars who served as captains of this fall's team, were named most valuable back and lineman, respectively.

Selected as the Pioneers' top back for the third year in a row, Bognanno has twice received all-Midwest Conference recognition as a linebacker. He also doubled as a running back.

He was coached as Bowers as "The best all-around player on the Grinnell squad," Bognanno is quick to sense out plays on defense, has good pursuit, and is hard hitter. On offense, he ran for 162 yards and two touchdowns in 38 carries this fall, caught five passes for 18 yards, and also threw a 33-yard touchdown pass.

Pirolli, a split end who has been named to the all-loop team twice, holds seven Grinnell career, season, and single game pass receiving records. He pulled in 41 aerials for 545 yards and two touchdowns this season.

Despite receiving double coverage much of the time, Pirolli completed his Grinnell career with 118 receptions, 1709 yards, and 10 TD's.

In addition, he saw frequent action as a defensive back, and led the Scarlet and Black in the interception department this fall with five.

Dick (Springfield, Vt.) started the 1971 campaign as a defensive back, took over at quarterback midway through the campaign, and hit on 49 of 99 pass attempts for 582 yards and four touchdowns. As a defensive back, he intercepted two passes.

Holliday (Silver Spring, Md.) is a defensive end with quick reflexes and good mobility. He turned a pass interception into a 34-yard touchdown in the Ripon game, and netted 58 yards on four kickoff returns this fall.

Four Grinnell College gridders have been named to the 1971 all-Midwest Conference honor squad.

Split end Jim Pirolli was given a spot on the first team, and second team recognition went to running back Washington Alston, linebacker Mario Bognanno, and defensive back Nick Russo.

Pirolli, Alston, and Bognanno earned all-loop honors for the second year in a row.

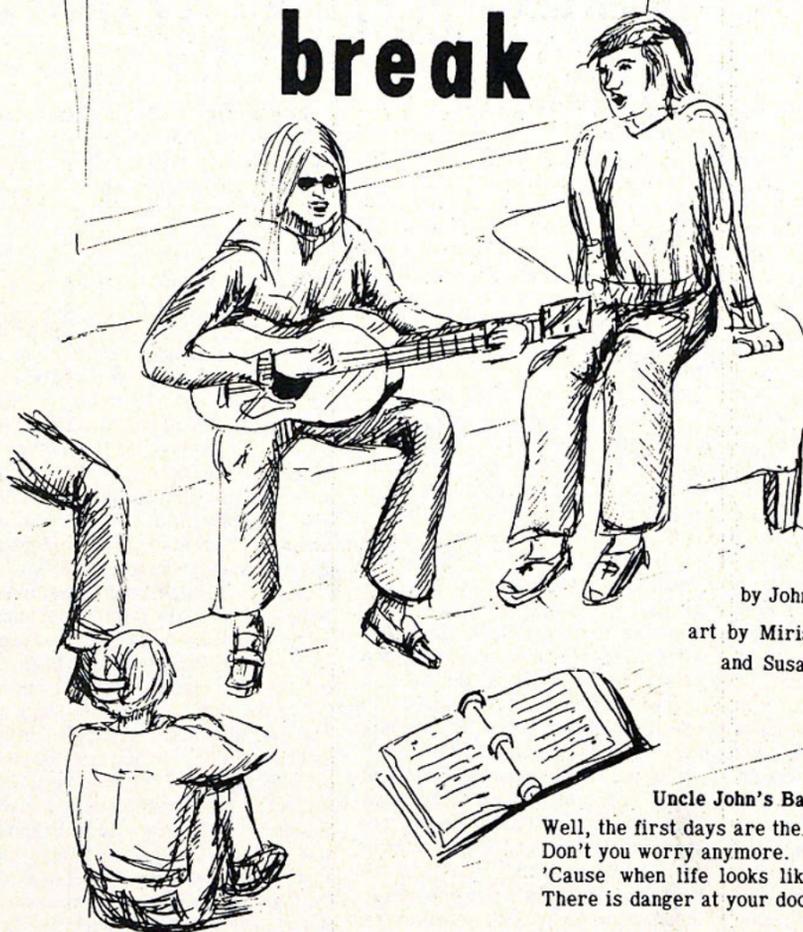
Running back Ole Gunderson of St. Olaf and offensive guard Karl Jennrich of Monmouth were unanimous first-team selections. Gunderson, the loop's top scorer for three seasons, was also a unanimous pick in 1969 and 1970.

the S & B

magazine
supplement

December 7, 1971 Page 15

the music break



by John Wylie
art by Miriam Burstein
and Susan Turner

Uncle John's Band 3

Well, the first days are the hardest days,
Don't you worry anymore.
'Cause when life looks like easy street
There is danger at your door.

Special songs, expressing the personal hopes, fears, and aspirations of their authors, are also heard floating around the campus...like the haunting "SeaSaw".

Sea Saw 4

The dances of my life are empty without you
But their rhythms pound inside and call me to come too.
I've lost the lovely melodies
That let me love the sea.

Take me from this world in which confusion
is my name
I'm looking for the answer but it always looks
the same
I can't see who I am, define where I stand
I'm blinded by the land.

In the hollow halls of time I listen for your
call
But the echo of my rhyme bounces back
against the wall
That I am building with the land
That blocks the vision of my hand.
I can't break through the seal, uncover what
is real, believe what I feel.

I want to know the blue and the freedom of
the sky
That walks along with you and lies within
your eye.
Yet I hurt you and call you back to hurt
you once again.

I am reaching for the sea
I am yearning to be free
To touch the you that's me.

I wonder how you are in your world beside
the sea
I wonder who you are in a time without me
Cause I'm feelin' kinds lonely
And I've lost the you that's me.

Others express themselves through organized groups. A jazz group, which began with just a piano and trombone in the Younker lounge, quickly grew as a medium of expression for musicians all over North Campus. The group's informal jam sessions became practices, and eventually the group began to play set at the Forum Coffee House on weekends. This is just one example of study breaks becoming organized groups. The group has not been active lately, because of the increased workload on the members, but its parts still hold the music within themselves.

Soft folk sounds are often heard drifting up the stairs in Norris and Loose. Acoustic guitar is the rule, and softer sounds of peace and brotherhood break from the real world:

Get Together 5

Come on people, smile on your brother
Everybody get together, got to love one
another
Right now.

Many prefer to express themselves in their own way. Some Main residents decided to take their message beyond the ivied walls. Forming a one-performance group **Burgers, Bagels, and Beer**, they performed for two and one half hours on Main resident Ron Medvin's KDIC Rock Garden. Moving from sad to happy to love to nostalgia, they filled the airwaves instead of the hallways.



But perhaps there is really no deep psychological meaning in the song selections. The "good old days of rock and roll" were also the early teen years of today's Grinnellian. To break the pressure, it is pleasant to revert to the past, when life was simpler and pleasures weren't imminent. So, the strains of "Please, Mr. Postman" and "My Diana" will continue to float through the halls of Main.

Angel Baby

It's just like heaven
Being with you Dear.
I can hardly breathe whenever you're near.
Because I love you, I love you, I do.
Angel baby, my angel baby.

Teen Angel

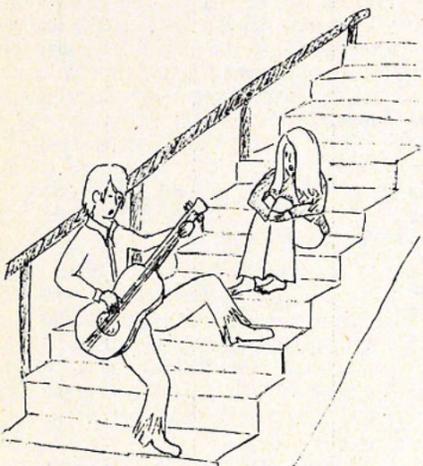
Teen angel, can you hear me?
Teen angel, can you hear me?
Are you somewhere up above,
And am I still your own true love?



Dixie 1

Oh, I wish I was in the land of cotton
Old times there are not forgotten
Look Away, look away, look away Dixieland.
Oh, I wish I was in Dixie
Away - away.
In Dixieland I'll make my stand
To live and die in Dixie.

Yes, even in Grinnell the songs of the old deep South live on. Norris residents wandering out of their rooms one Friday night were treated to a concert not by the stereo or KDIC but just by a bunch of people who wanted some relief from "academic pressures". The Main Hall approach was more organized --and earlier. Their "Bluegrass Hootenanny" made Issue Number Five of the Student Coordinator's Weekly Hall Activities Report - the sure mark of Grinnell social success.



About forty people gathered in Gardner Lounge for the event. It wasn't really a party...just a bunch of people singing the old rock and roll favorites (immortalized each Wednesday night by the R. Marshall Beer Fiasco on KDIC. The songs are the oldies of pain and suffering... "It's My Party and I'll Cry if I Want To", "Teen Angel", "My Boyfriend's Back", "Yesterday". Perhaps, by singing about the sorrows of the past, the future will become brighter.

Yesterday 2

Yesterday
All My troubles seemed so far away
Now I know they're here to stay
Oh, I believe in yesterday.

The early Sixties were a time of violence, which is unacceptable to most now. But, that violence can come out from within again in the songs of a decade ago.

My Boyfriend's Back

My boyfriend's back.
Now you're gonna be in trouble.
Hey la, hey la, my boyfriend's back.
He's coming now,
You'd better cut out on the double
Hey la, hey la, my boyfriend's back.

Of course, stereos still provide an escape for the less musically inclined...or those who just want to sing along instead of leading a songfest. Although The War is no longer the issue it was two years ago, the music of protest still dominates many record collections...and many sing alongs:

The Great Mandella 6

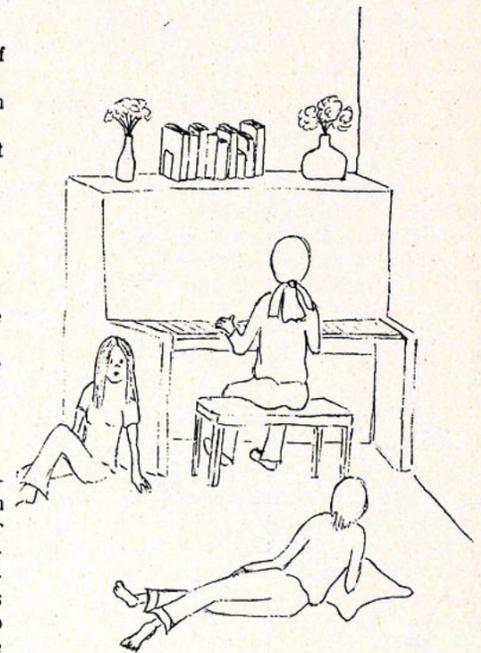
So I told him that he'd better
Shut his mouth and do his job like a man.
And he answered, "Listen, father,
I will never kill another".
He thinks he's better than his brother that
died.
What the hell does he think he's doing
To his father that brought him up right.

Take your place on the Great Mandella
As it moves through your brief moment of
time.

Win or lose now, you must choose now
And if you lose, you're only losing your life.



Some Grinnellians take their music very seriously. Three girls on the first floor of Cowles have moved a piano into their suite, and gather friends around for song fests. Both contemporary and serenading strains escape from the doors, serenading unwary Cowles diners waiting in the interminable lines.



- 1 Traditional
- 2 Yesterday, by Paul McCartney, is Copyright 1965 by Northern Songs, Ltd., London. North American rights controlled by MacLennan Music, Inc., New York, New York/
- 3 Uncle John's Band, by Robert Hunter, is Copyright 1970 by Ice Nine Publishing Company and Warner Brothers Records, Inc., New York, New York.
- 4 Sea Saw is written by a Grinnell student who wishes to remain anonymous.
- 5 Get Together by Chet Powers is Copyright 1967 by Irving Music, Inc., New York, New York.
- 6 The Great Mandella by Peter Yarrow, is Copyright 1968 by Pepamar Music, Inc., New York, New York.

Need Of Repair

Events of the last two weeks have pointed out a disturbing thing about the "Grinnell College Community" -- that as a community it is in need of repair.

At the student pressure meetings two weeks ago many students mentioned that they saw a lack of what one might call community spirit among students, and that they had no clear sense of the purpose of Grinnell College or the goals which individual students should be striving for. This, some thought, was one reason that many students were working too hard at their studies and were not maintaining their health and sanity.

The occupation of Burling library by black students and the ensuing negotiations is the most dramatic sign to date that the "community" is in disarray. That the members of CBS felt it was necessary to take such a drastic step to bring their grievances to the attention of the rest of the community and to have them dealt with in a satisfactory manner seems to be a vote of "no confidence" in the usual channels for dealing with such problems. In the last two years particularly many students, faculty, and administrators have put quite a bit of time and hard work into making committee structures and administrative procedures that would be responsive to the needs of students, and would be responsive all the time, as problems developed, rather than just when they became especially noticeable or bothersome. In fact, it was Bill Thomas' remark in the Autumn of 1969 that students should not accept "crisis" type problem solving, that was the spur to the Student Power movement here.

Many reactions of other students to the actions by Concerned Black Students seemed to contain too little concern for what was both an important problem and a significant sign that our community needs to become one where open and frank discussions and actions can take place on any subject. And many faculty members expressed dissatisfaction with the fact that they were not well informed about what was taking place in the negotiations. It is unfortunate that the situation prevented the participation of most students and faculty, and that their knowledge, viewpoints, and ideas for solutions are only now coming out, after most action and most of the important discussion is already over.

We hope that next semester students, faculty, and administrators will return to Grinnell resolved to face our weaknesses as well as our strengths, to analyze them and to act on them together, and to go about building the model "Grinnell Community" cautiously yet conscientiously, remembering that the task is not easy and that there are some difficult problems and differences, but also remembering that the task is worthwhile, and requires our best effort.

Doors Mediocre Without Morrison

by Ron Medvin

The Doors were one of the best American rock groups ever to play together. They were also the most inconsistent rock group. At times, they sounded like they could be the Stones of America. Other times, they sounded like a cheap American type. But one thing was sure. The Doors were Jim Morrison and the Doors. When Morrison died last summer, the Doors, and the music world, suffered a terrible blow. Morrison was one of the most dynamic and brilliant performer-composers ever to enhance rock music.

The Doors are still around, and they are trying to prove that they can still make it without Morrison. On their new album, *Other Voices* they sound as if they are putting a half-hearted effort into their work. There is no doubt that Morrison is sorely missed.

This entire album is a collection of mediocre tunes. There is not one song, or even a small part of a song, which generates any excitement. Doors fans may be angry to hear someone think a Doors album is poor, but you have to be quite a devoted fan to like anything on this album.

The musical theme of the album is "weakness". "In the Eyes of the Sun" is a soft rock number with a nice electric piano background. There is also a consistently quiet but moving bass background which enhances the song, but the music on the whole is sluggish. It is typical of the whole album. The music is...nice, there are no musical flaws, but the power of the old Doors is not there.

"Ships w/ Sails" begins with a beautiful instrumental section highlighted with a conga percussion section. But it gets to be pretty repetitious, and again, the whole thing sounds weak. The song has an organ solo which sounds like a low-key copy of "Light My Fire"; the very fact that it is, in fact, so low-key accounts for why the song doesn't come across. It does have some nice images in the lyrics: "Well you ask how much I love you/Why do ships with sails love the wind?/...Till the four winds bring you back to me/

Don't count your memories/Think of me as just a dream/Just like this melody I sing." But the singing too lacks emotion, you just can't imitate Morrison.

Morrison is missed the most in "Tightrope Ride" a hard-rock number with a repetitious sound. The lyrics are very good here. It's a song which could have been written to Morrison after he died: "But you're all alone / Like a rolling stone/Like Brian Jones/On a tight-rope ride." Morrison died of a heart-attack, which many feel was brought on by the amount of liquor and speed which he used. The music fails to live up to the lyrics, and another possible good song is ruined.



The songs on side two are even worse. It's hard to distinguish between them; they all sound the same. They are all, with one possible exception, boring. The exception is "I'm Horny, I'm Stoned". It's a lively, fast rocker with a great rag piano solo. The harmonies are a bit weak and out of tune, but this song does come across well. The lyrics are serious and moving, again possibly referring to Morrison. "Well, I'm tired I'm nervous, I'm bored, I'm stoned/Don't you know life ain't easy when you're on your own." This song is really the only one that you can call a "good" song on the album. The other cuts lack substance, lack drive, and are generally boring.

It seems as if the other Doors are going to miss Morrison more than they might think. They are either going to have to find a new lead singer, someone who at least approaches Morrison's style, or else produce better music. It is nice to see that the other three musicians did not just give up. But they could have waited a little longer to put out a first album; waited until they were competent enough to do so.

Students, Faculty Write On Theft; Courses; Blacks; Evaluations; And Reviews

Theft

To the Editors:

This past Friday, November 26th, two color silkscreen prints by Susan Gardner were taken from the corridor of the Scheaffer Gallery in the Fine Arts Building where they were on exhibit. The prints, "The Man LeRoy S." and "Yellow Chair," were valued at \$60.00 each. Thefts from the exhibitions and College Collection this semester now total close to \$500.00 in value. Our insurance company is putting pressure upon us to terminate our policy or make it \$500.00 deductible, which would be tantamount to the same thing.

Accordingly, we have cancelled the last scheduled show for this semester, "Contemporary Photography Since 1950," a collection of 50 photographs circulated by the George Eastman House of Rochester, New York. The items were simply too small and too portable. We are also giving consideration to the possible cancellation completely or in part of next semester's exhibitions.

It is our feeling that the thefts of these works of art, the large scale thefts of equipment from the Department of Music and the Wholesale thefts of books from the Library are part of a general disregard by many students for the collective resources of the community. It has become a "jag" to "rip off" the College. But this is ultimately a self-destructive "jag." Thefts of books have reached epidemic proportions. Losses in art and photography alone have amounted to thousands of dollars in the past few years. In a number of recent instances, these losses have seriously crippled the preparation of art courses and the subsequent assignment of critical readings. The loss of art books is particularly damaging since many of the slides used to illustrate art lectures are prepared from the pictures in those books.

In a community such as Grinnell, cut off from major art centers and museums, the impairment of an art exhibition program and the large scale loss of art books and equipment only increase that isolation. Ultimately, it can be the kiss of death to a lively and up to date program in the arts.

To date, students have shown little inclination to exert the kind of pressure on their peers that would reduce such losses. In lieu of the exercise of such collective peer group pressure, we feel that it is incumbent upon the Faculty to do what is within its power to cut these losses. Therefore, we are making the following recommendations to the faculty:

- 1) Unauthorized removal of books from the Library, works of art from exhibitions or the College Collection, or equipment and supplies from any department carry with them the mandatory punishment of expulsion from the College.

- 2) The Library Committee begin immediate consideration of a system of controlled access and inspection for the Library to be made operational as soon as the move of the Administration from Burling Basement is complete. This proposal should be returned to the faculty for implementation before the move from Burling Basement is begun.

Henry F. Klein
Richard Cervene
Louis G. Zirkle
William H. Trotter
The Department of Art

Courses

To the Editors:

It is my feeling that part of the problem we are now facing is that some of the work we are doing is unnecessary to the skills a student receives in courses. I am posing as one solution to academic dissatisfaction an emphasis in classes on analysing educational objectives and means. In a sense, students will be able to form a type of

contract with each class they take.

Consider, that in some cases, a large number of papers and tests may not be the best medium by which a student can learn. The emphasis in many courses is not on what happens in a class, but instead on the papers and tests a student turns in for evaluation. Because of an emphasis on what can be evaluated, papers and tests, the skills that are developed in a classroom with other people are de-emphasized and forgotten. The classroom, theoretically a viable educating structure, is then not used to its fullest extent.

I agree that education must be somewhat individualized, but not isolating. At Grinnell, in at least the last month of every semester and earlier in some classes, the classroom clearly becomes a secondary tool. The primary learning tool becomes the typed page. Students and faculty should begin to consider whether papers are indeed the best and only method to learn by.

An over-emphasis on paper writing, though, is just one example of many policies that are assumed beneficial without being questioned. To avoid misplaced priorities students should discuss and be aware of what each class will demand for a semester. During the first week of class students and faculty could talk about the best methods for making a course a success. This way the flow of a semester would be controlled to the extent that everyone knows why they are there, and how they can best go about learning.

In some cases professors would not be willing to implement students' ideas into their course. It may be a right of a professor to run a course in the way he sees fit. In these cases, at least the student would know the professor's position and would be able to determine if his needs could be fulfilled in that class. If not the students would have the option of dropping the course and not signing his contract. I believe through this procedure both students and professors could function with confidence in an academic atmosphere where everyone knew that a clear-cut relationship existed between the work an individual did and what the course offered to him.

I do not think though, that you can legislate a policy forcing professors to change their courses as students see fit. But it seems like a simple procedure to delay digging into the course material immediately after registration long enough to discuss how a class is going to be run and why that way is the best approach. This community would be stupid to begin another semester without stopping and trying to determine the best way we can learn.

-Jim Jacobs

Blacks

To the Editors:

In the present controversy over the fulfillment of black demands there seems to be a refusal on the part of the white community to confront the reality of the situation. The occupation of the library and the presentation of the manifesto represents a black power move--power to determine college policy and increase the amount of resources allocated to the black community.

Examples of the white community's response to this power move indicate that either it does not realize what the situation is or feels too intimidated to express it. The NBC Manifesto is both childish and cowardly. Mesmerizing oneself in the throes of white racist guilt may have some psychological benefits, but it does not make the problem of a power struggle go away.

The white community has a significant and legitimate interest in these proceedings. If some of the more important black demands are fully satisfied--e.g., the admission of 200 black students and the restructuring of the financial aids pro-

gram to pay for this increase--the white community is definitely going to be hurt. Grinnell College has limited resources. An increase in the allocation of resources to blacks which do not directly benefit the entire community means that white students have to suffer. Either white students receive less financial aid or through a cut in the academic budget the quality of their education is reduced. These are legitimate interests, connected with the basic survival of the white community and the institution as a whole. It is dangerous for the white community to cloak a largely economic issue in moralistic terms.

A well-led, organized, and unified black community has accomplished a brilliant tactical victory in this phase of the power struggle. The black community now has strong advantages. The white student body is incapable of intelligent, rational response; it is fragmented and confused to the extent that public expressions of guilt and crude witticisms are all they can come up with. The Administration is notoriously "wishy-washy".

I would like to counsel the black community to heed the lessons of history; the victor is often best served by kindness to the vanquished. The advantages of today may not always be present. The white community may eventually realize that it does have a legitimate interest in these affairs; that its ability to attend Grinnell in the first place and the subsequent value of a Grinnell education may be seriously in danger. Communication between both communities, firmly grounded in a mutual understanding of the legitimate interests of both sides, may lead to a tolerable solution. Without this communication, however, tensions build up. If there is a danger that the white community, intimidated to the point that it cannot express its legitimate interests, will respond in irrational ways, there is more of a danger, I feel, of long term white student withdrawal than backlash retaliatory measures. The black community and the Administration must remember that as white students depart so does white money, which, after all this institution runs on.

-Loren Hart

Evaluations

To the Editors:

I would like to express my dismay at the manner in which student evaluation of faculty is being handled. The nature of the questionnaires presumes that the only issue at stake is recontracting a person, not improving the quality of his courses.

It would seem much more desirable that questions be designed to give the individual instructor feedback on his courses in order to improve that course. Very likely, each instructor and his class should determine what questions are important in evaluating their course. Questionnaires in themselves presume and promote an impersonal atmosphere; they suggest that in some sense the students are passing judgment upon a faculty member for use by an outside arbitrator. Of more immediate value is a situation in which students feel at ease to suggest improvements in a course and to work with the instructor to create a situation of intellectual interchange.

The concept of impersonal questionnaires implies that the burden of responsibility for the course lies with the instructor, and that if something goes wrong, it is the instructor's fault. It tends to perpetuate the dichotomy between teacher and student, and to underestimate the student's responsibility for a successful class. A class in which there is a

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real sense of community should have no need to objectify the qualities of the instructor in this manner. My sense of the situation now is that student questionnaires are to be used in a negative way, as justification for dismissing a man and as the deciding factor in a border-line case; the proposed use of questionnaires does not emphasize the improvement of the academic community here. Rather, it suggests that the way to improve the Grinnell education is to dismiss people and to hire other people. With the current "buyers market" I recognize the real temptation to move in this direction, but I do not think a new instructor will necessarily alleviate dissatisfaction.

Further, it seems to me that the threat of questionnaires being used in contracting could be extremely demoralizing to faculty members. The questionnaires seem to me the reverse side of grading. We seem to be moving toward a situation in which student questionnaires can pose a threat to a faculty member's future in the same way in which grades may be construed to pose a threat to a student's future. I would not want to see a situation of intimidation develop.

I would like to see legitimate complaints and suggestions directed toward the instructor and voiced by the students whom a problem affects. I feel that comments should be of such a nature that a person is willing

to say or write them and attach his name to them. I sincerely hope that the Grinnell College community will consider the implications of the questionnaires and will reconsider their use.

-Carolyn Ashbaugh

Reviews

To the Editors:

After reading the music reviews written by Bill Conner, I am convinced that you need a new critic. Conner's positive criticism contains no concrete evaluations. It is nothing more than a list of complimentary adjectives, such as "good," "excellent," and "well done." This becomes meaningless after a while, since it says nothing about why something is good. The result is a tiring high schoolish review which is not at all useful as criticism.

Conner's negative criticism, although somewhat better, is sometimes not justified. For instance, he gave no justification for saying that orchestra conductor David Montgomery has "no stage presence".

Lastly, Conner's reviews are written in a very high-handed manner. His references to the women in the opera review as "Miss-So-and-So" sound stuffy and out of place, as does his overuse of such words as "charming" and "delightful."

Among so many music majors, surely the S&B can choose someone else to write reviews.

(signed)
The Critic's Critic

The Doppelt Effect

Whites -- Aware Of An Issue

by Jack Doppelt

So why did the Concerned Black Students (CBS) occupy the library and distribute a rhetorical manifesto of "demands"?

It might help to examine the rationale behind such a drastic maneuver. Let's temporarily put aside any complaints that rights were impinged upon. Don't censure the manifesto because "when in the course of human events" is such an absurd prelude to any grievance. And let's even refrain from condemning the manifesto because the demanding tone puts us aback.

Now comes the most difficult compromise. Let's pretend we are objective even sympathetic students instead of the attacked opposition. That's the toughest step. That implies forgetting that some of us lost four hours of library use. That means neglecting the irony that someone used a form of civil disobedience AGAINST us.

Now, why did CBS go to the extreme of taking over the library? After all, that not only disrupted the administration, but it also upset the students. And near finals yet. Now they won't gain any support that way. That will only polarize us. They should go through the proper channels and pre-

sent their requests to the administration. Then if we agree with their grievances, we can actively support them.

Well, citizens, that's what they've been doing for a long time now. And they are making progress...with the administration. They've gotten almost no active support from those of us who sympathize with the grievances.

Now There Is Static

When a CBS representative was placed on the EPC committee, I wrote a column stating how ludicrous an ethnic representative on an educational policy committee struck me. Over a month later, students complained that they had no say in the matter. We didn't even know until the votes were cast that we could support or condemn it. We weren't even cognizant of an issue.

That can happen when you go through proper channels. There's no static and no one, especially at Grinnell, would bother acting.

Well now there's static. Now we are aware of an issue. One that has gone through proper channels many times. But we were never affected. It had never stopped us from studying for four hours before. We let the administration handle it and complained later.

That's why occupying the library served a double purpose. It again displayed to the administration the need to right some glaring social and cultural inadequacies. But more imminent, it forced the rest of us to get involved in a situation that will affect us soon enough anyway.

Out In the Open

Would it have been easier for us to continue uninformed about revised admissions procedures and then discover that "there seem to be a lot more blacks on campus this year"? Or should we be confronted with knowledge of a trend to recruit and admit more black students?

It reminds me of the revelation of the public when the Pentagon Papers were disclosed. The public had been informed about 90% of the content of the papers previously, but until the

public got it right in the face, they feigned ignorance.

All of us should be aware that admission policy plans to recruit more black students and low students, and faculty hiring has set its goal to increase black and women faculty members. Setting the present goal at 200 black students, as stated in demand one, should not have astonished anyone.

That's why our library was the vehicle. If anything, we should be grateful that the situation is out in the open, Pandora style. If the resentment stems from knowledge of the goals instead of from ignorant heresay, at least the black students will know the true feelings of the other students. And if these feelings reflect the immediate reaction of the students as of last Monday, I fear an understanding schism that will demand segregation as a remedy.

Why Not Before?

The defensive attitude of the students was quite evident. The reaction to the demand for an optional board plan for the black students was met with "why should they not have to be on board plan? Saga food is not promoting my survival either."

This merely represents an agreement with the demand and a jealousy that they should have rights we don't have yet. As a black told me, "you want your rights, go fight for them." In the truest tradition of our court system, the black students may be setting the precedent for a change in all board plans.

It just might be more profitable to put aside the criticisms of the specific demands and determine why it took us so long to realize that CBS felt the need for such changes. If we were aware, why didn't we confront the issue before?

If I have misrepresented any side of the issue, please forgive me. I wasn't allowed into any of the closed meetings which clarified the specific demands. Also, as I have been told, I am a middle-class white and couldn't possibly understand. And the disgusting thing about it is that it's partially true.

Notes From Abroad: Swedish Rhetoric

by Barry Zigas

The following polemic has been liberally lifted from a hand-out I received in my mail box last week. A reliable source claims it was in its turn lifted from an old copy of "Aftonbladet", one of Sweden's major nationwide evening dailies. The same source says it was written by Sven Delblanc, a Swedish novelist and professor. The translation is my own.

You may find it a little irrelevant in places--but keep in mind it was written here in Sweden, a country which is behind the USA in development of its inner tensions. I hope to write about the reasons for this calmer situation in later articles; for now I merely present this short selection.

"COMRADES!

We live in a society where everything can be exploited, corrupted and poisoned. We live in a society where labor is exploited and robbed of any human value; where the hunger for profits dirties the water we drink, the food we eat, and the air we breathe; it even drips its poisons into our mothers milk. Everything can be exploited, everything can be corrupted and poisoned. This is why I beg you to be suspicious.

Distrust the dim powers who try to dictate your courses and study plans, who will turn you into an underpaid worker and loyal cog in the existing social machine.

KNOWLEDGE IS POWER, they say. But there are obviously powerful interests who want to rob your knowledge of its weapon, its striking force, since this weapon could be a threat to the "status quo".

What is the meaning of your studies? Is it only to land a high paying job somewhere and lay down peacefully to the "good life" like some well-fed pig in loyalty's sty?

No.

Your job is not primarily to get technical or professional training, your job is not to investigate and explore the world--your job is to "change" the world! AND KEEP IN MIND THAT YOUR KNOWLEDGE IS WORTHLESS IF IT CANNOT SERVE AS A TOOL TO OVERTHROW AND SURPASS THE "STATUS QUO".

I beg you to be suspicious. And your suspicions must be radical. They must reach all the way down the roots of the value judgements that steer and direct the subjects that are pursued in your schools. You must always question. Who pays for scientific experiments, and who profits from scientists' discoveries? What are the real values that form the basis of sociology and economy? What do historians work with--the people's history, or the oppressors' history? Which literature is accepted as worthy of scholarly criticism, and on what grounds? And where should psychiatry find reasonable criteria of mental health, when psychiatry functions in a mentally sick society? How can it be that medical researchers can develop enormous expensive heart transplant techniques when the same resources spent elsewhere could have ended untold suffering from disease in the Third World?

I implore you to distrust those who will paint our society as an almost problem-free community. Reality speaks another language. Reality speaks of a fermenting discontent, which again and again bursts forth in wildcat strikes. Reality tells of powerlessness and alienation in this society, powerlessness and alienation which drive people into drug addiction's false paradise and threatens to turn our cities into slums. Such is reality. And I beg you not to believe those who try to gild this reality.

Don't believe those who try to separate you from the working people. If you have a message with meaning for the masses, then it is your duty to carry it to the people, carry it out

of internal debate's isolation. Isolated from the people you are powerless. United with the people you have power, power that none on earth can withstand.

I beg you to mistrust. Mistrust those who talk about togetherness, cooperation, and constructive compromises. Those who take such invitations seriously are sinking their own boat. To compromise with capitalism is to be swallowed up by capitalism. I warn you to mistrust the way of compromise.

Distrust your own despair. I understand that you often feel hopeless and impotent, when your voices die away without an echo, when the many who are sleeping refuse to wake up. Perhaps you are tempted then to listen to the advocates of nihilism and hopelessness in the world of literature and philosophy. You read authors and poets who articulately protest mankind's evil, who while that evil is in man's nature, that history is an absurd and unintelligible inferno. And for this articulate despair authors receive Nobel prizes, and academic chairs, because they serve the existing society's interests. You must not believe these prophets of doom; you must refute and dispense with them. People are not apes, they are social creatures, who themselves can change their environment.

I suggest you think of the people of Southeast Asia who this moment fight for their freedom. Up against the most powerful military machine in the world, they had every reason to give up hope, but they refused to despair, they have made the impossible possible, and they have done it thanks to their unquenchable belief in revolution's red wave and in solidarity among people.

I beg you to take these people as your example."

Although Delblanc wrote this article for Swedish students, it has no less relevancy for us at Grinnell. Think about the things he is saying to you, all of you who quit politics when the war did not end after your intensive summer following Cambodia. Think about it, you folks who last year bitched about a do-nothing student senate lounge sat in front of an empty South Louch week after week. Think about it when you get ready to speed for a week so that you can finish eight papers and four take-homes and go home for Christmas.

Like the man says, we can change our environment. And the tools are sitting in Burling, if we look for them. The question is, are we going to see them, examine them and put them back on the shelf, or are we going to pick them up and use them?

Washington Correspondence

Proxmire On Mid-East

by Curt Gorrell

The tragedy of the Indian-Pakistani conflict dominates headlines today, but world attention is also being focused on the Middle East once again. New tensions are rising there, as exemplified by the recent address by Egypt's President Anwar Sadat stating that Egypt would fight to recover the Sinai.

In view of this developing crisis, comments this author recently recorded made by an influential member of the U S Senate, Senator William Proxmire, might be of interest to S&B readers.

Senator Proxmire, best known in recent times for his leadership in opposing the controversial SST program and Lookheed loan bill, also has taken a firm and definite stand on the subject of American policy with regard to Israel.

"I believe very strongly that we should support the Israeli cause."

"Israel is a democracy. It is the only democracy in the Middle East, and it's a true working democracy. They say that any time two Israelis get together you are liable to end up with three political parties. One for each of them and then a compromise party to try and work out their differences."

To those critics who feel that material support for Israel might lead the United States into "another Vietnam" predicament, Proxmire expresses his disagreement.

"Unlike South Vietnam this is a genuine bastion of democracy. Unlike South Vietnam this is a government that enjoys the support of its people. Unlike South Vietnam this is a country that can stand on its own feet...fact is that Israel has never asked the U S to provide one soldier, one advisor, one pilot -- not a single one of the military personnel has ever been requested."

The Senate recently approved \$500 million in arms credits for Israel, earmarking half of that for Phantom fighter-bombers which Israel has been requesting and Proxmire voted in favor of this amendment. But the Senator realizes that armaments are not the key to peace in the Middle East. Rather, he hopes that if an arms balance can be maintained, then neither side will pursue their goals by war, but seek them through negotiations.

"The arms race that is taking place...is as futile as it is dangerous. Clearly the only genuine hope for lasting peace lies in negotiations..."

The Grinnell Scarlet and Black

Grinnell College Grinnell, Iowa 5012

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Business Manager

Applications for the position of Business Manager for the S&B for second semester can now be submitted to the Committee on Publications.

Al Schoene is resigning as Business Manager after this semester, after two semesters of service. Anyone with questions should contact Mr. Hottois. Applications should be given to Mr. Hottois by Thursday noon.

Larry Frank: 'Local Color' Photographer

by Tcby Wosk

Larry Frank. The name should ring a bell for most juniors and seniors. Campus activist and "Pterodactyl" (that's the old Grinnell underground, freshmen) photographer and journalist, Larry once helped erect two to three thousand wooden crosses on central campus in honor of a visiting Marine recruiting officer. You also might remember him confronting the Dean of Men in the library, which was "occupied" at the time by rebel forces made up of students who thought 11:00 was too early for a college library to close.

Instead of a library, Larry is presently occupying a charming frame house in Grinnell. He recounted some of his pretty memorable past in a recent interview at his Third and High abode.

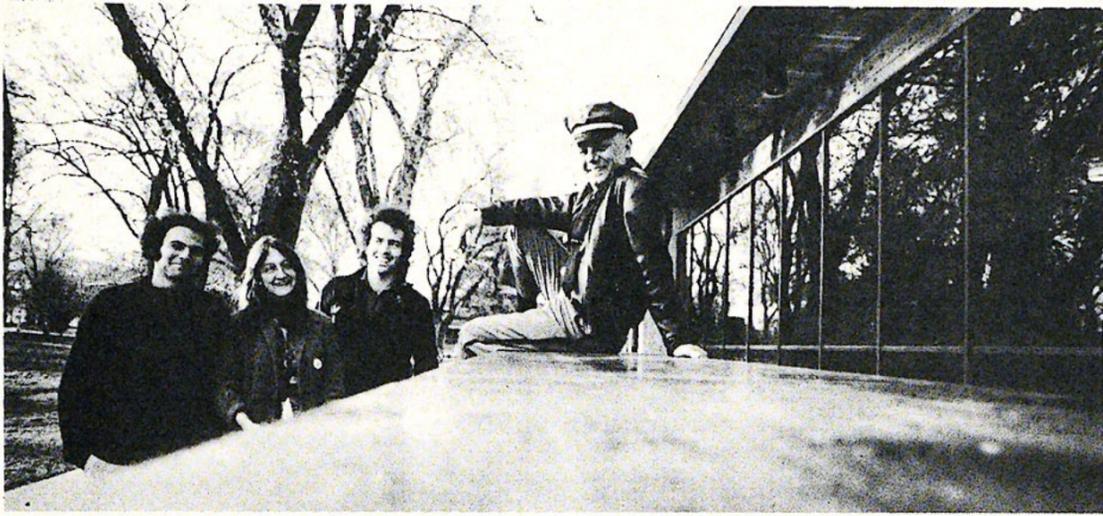
When Larry was a junior, he sent samples of his photography to Liberation News Service, which supplies Movement news that you can't get anywhere else to underground newspapers across the country. The LNS had received an invitation to send reporters and photographers to Cuba for their tenth anniversary celebration of the Revolution. Larry was among those chosen to go. He left Grinnell for six weeks in January of 1968.

He spent the first two weeks in Cuba on a government-supervised tour, a tour that Larry and the other LNS people believed was designed to impress them with the steps forward the government had initiated: they visited farms, fish processing plants, and dairies. At night they were treated to Havana night clubs, complete with a man in one in Liberace-esque garb rising up from the floor on a lift.

But after the official tour group broke up, Larry went out on his own, talking to people in and around the city and countryside of Havana. He encountered a wide spectrum of opinions about the revolutionary Cuban government, from one man who "slapped his stomach to show me how well-fed he was, and proudly showed me the bottoms of his kids' shoes, which had no holes," to highly embittered slum-dwellers, who shared bathroom facilities with 300 other people.

Meanwhile, Larry was busily taking roll upon roll of pictures. Twice during his stay he was arrested on charges of taking pictures of military installations--charges which were never substantiated. Each time his film was confiscated with promises of its return, and each time Larry subsequently never saw the film again.

When he got back to the U.S., Larry eagerly set out developing the rest of his film. "When I pulled the film out of the fix I knew something was definitely wrong," he said. All of the first eight rolls of film he developed came out severely fogged, almost but not quite unprintable. It was then that he realized that the government had somehow gotten hold of his film from his hotel room and



Chief Peters beams a smile and strikes a pose with three old Grinnell friends, Larry Frank, Kryns Neuman, and Henry Wilhelm.

irradiated it. Only the most recent rolls were intact.

Looking back, Larry claims he was "generally enthusiastic about what was going on there, but I have reservations about their method." He cited government censorship of the arts and press, and indoctrination (Che received the same worship Washington receives here) in the schools.

Larry dropped out of Grinnell in January of his senior year. "I needed something that college didn't have to offer," he said. His only interests at Grinnell, he claimed, had been his photography and Pterodactyl. Thus, especially in the absence of the multitude of indepen-

dents possible these days, he felt his goals lay outside of school.

He decided to travel around the Southwest, ending up in California. There he joined the staff of a Vocations for Social Change, a collective of people living together involved in providing interested job-seekers with "alternative" vocations, most of which offered only subsistent salaries.

He applied to the Chinese Consulate in Ottawa in April, asking for permission to go to China to take pictures. Amazingly, he received a reply letter granting him that privilege. He quickly flew to New York, then to Hong Kong, the launching point for travelers headed

for China. But once in Hong Kong, he discovered his letter was a hoax of some sort, and within hours he was back on his way to California, U.S.A.

He returned to New York in the fall to try to build up a career as a photographer, making contacts and meeting people. Finally in January of this year, Larry returned to Grinnell, where he bought a house which he moved into this summer. He has now spent almost six months working on the two-story structure, putting in a porch, electricity and an elaborate darkroom (in the basement he renovated) with the word Pterodactyl stenciled on the door.

At present, Larry is the Midwest photographer for "American Report", a magazine of concerned clergy and laymen. Since assuming this title, he has been sent out on assignments to Minneapolis and Washington to photograph demonstrations. A recent assignment took him to Cleveland to take pictures of the parents of the Kent State victims.

He is also hard at work on his own photographic study of Poweshiek County, which he estimates will take at least a few years. "What is happening to Iowa is typical to what's happening throughout the Midwest," Larry said, citing the move of the farmer to the town, the encroachment of the large mechanized farm on the smaller, less modern farm. Samples of his work can be seen at the East Street Gallery.

Renting rooms to two Grinnell students provides another source of income for Larry, who calls himself "the best landlord in Grinnell."

Especially now that he is a homeowner, Larry feels he is being accepted as a part of the Grinnell community. He takes an active interest in town affairs, as he did when he was a student at the college, attending the bi-monthly meetings of the City Council. Originally from Roslyn Heights, Long Island, he finds peace in small-town life, which is one of the reasons he chose to come back. Larry envisions staying here at least five years, though he doubts he will remain here the rest of his days.

Dawson Proposes Public Events Fund

by Chip Shofstall

After a year and a half at Grinnell, I have been surprised to find that far from having a wide variety of cultural entertainment, Grinnell really suffers from a deficiency of cultural activities. This year we will spend close to \$26,000 on securing popular rock, blues and jazz musical groups. We will spend less than \$8,000 on contracting less "avant-garde", but traditionally cultural, philharmonic orchestras, symphonies, soloists, dance groups and theatre groups.

Part of this imbalance can be ascribed to the manner in which student money is channelled. This year, of the money obtained from student activity fees, \$35,000 was appropriated to the Social Coordinating Committee. Of this \$35,000, about \$26,000 will be spent on both large and small concerts. This sort of expenditure is traditionally a function of the Social Coordinating Committee. On the cultural side, \$4,000 was set aside for administration by the Initiative-Cultural Fund. On the college side, \$4,000 was assigned to the music department for sponsoring cultural events.

Unfortunately, for all practical purposes, the Initiative-Cultural Fund is inherently incapable of securing quality philharmonics, dance and theatre groups, etc., due to its low budget and late start. To secure good cultural programs at minimum cost, contracts must be negotiated at least a year in advance. Thus, with the Social Coordinating Committee traditionally more concerned with popular musical groups, and the Initiative-Cultural Fund unable to effectively bargain, the solicitation of cultural activities is very difficult indeed.

In an attempt to correct this structural handicap, Professor John C. Dawson, chairman of the Public Events Committee, has proposed a plan for the academic year 1972-73. His plan would call for the combining of \$10,000 of student money and a minimum of \$5,000 of college money into a single large Public Events Fund. Such a fund would be administered by a committee composed of four students and three faculty members. In order to secure the \$10,000 in student money, this year's finance committee has recommended a cut of \$6,500 next year from the popular concerts budget, and a \$1,500 de-

crease in the Initiative-Cultural Fund budget. The additional \$2,000 would come from surplus funds from this year, 1971-72.

Student concern over this plan should be directed first at the desirability of cutting \$6,500 from the concerts funds, and second at the committee composition. Presently, exactly \$25,710 is budgeted for both large and small concerts. With the proposed decrease, total money available for the 1972-73 concerts would be \$19,210. Basically, such a budgetary reallocation would mean about two fewer "large-scale" concerts and two more theatre groups, dance groups, or philharmonics, etc.

Regarding committee composition, one pertinent point as yet unclear is the question of to whom will be delegated the chairmanship of the committee--student or faculty member? Considering that under the proposal 2/3 of the fund money would come from student fees, it seems only proper that a student be appointed chairman.

One further consideration that should be mulled over is the method

by which the students will be appointed to the committee. The proposal specifies two at-large students to be appointed by the SGA, the Social Coordinator, and a cultural events chairman (under the auspices of the Social Coordinating Committee and traditionally an appointee of the Social Coordinator) to be student members. Are these positions important enough to warrant a special election? If the Social Coordinator remains an appointed position should he be given the power to appoint another member? Such questions still have to be answered.

Once such mechanical questions are suitably solved, I believe that it would be in the interest of the entire student body to support the passage of this proposal. Mr. Dawson's plan promises an expanded entertainment spectrum on campus. Importantly, it provides the large amount of money needed to negotiate quality contracts in advance, and as well, allows Grinnell to become an effective bargainer with other area colleges. I hope you recognize that this proposed structural change will help satisfy the need for increased diversification in entertainment at Grinnell.

Music Students Reveal Their Independents

by David Nicolai

Independent study projects being undertaken in the music department this semester display the students' wide array of interests and a willingness on their part to go to any length to learn more about the field of their interest. In this article, the fourth in a series, some of the most interesting music independents will be examined.

Mary Marquis is pursuing a study of women in American music under the direction of Mr. Eric Jensen. The basis of this loosely structured independent is a women's program on KDICY which is broadcast at 7:00-10:00 p.m. every Friday. With the help of Bonny Gilden, Mary prepares programs which feature female musicians, mainly vocalists, whose themes deal with women's unique perspective on life.

Past shows have dealt with such topics as ballads illustrating the oppression of women in such social institutions as courtship, marriage, and childbearing; black female blues singers; country-western music as a cultural expression of women from predominantly lower-income backgrounds; male-chauvinis-

tic music; and a program blending music and the poetry of women showing feminist consciousness.

Through the research she has conducted for these shows and other aspects of her project, Mary feels she has gained a knowledge of the utilization of media in women's activities and has reached a new understanding of women, and the importance of music as a cultural expression of people's lives rather than merely as an abstract art form.

Mark Siegfried is studying the history and musical literature of the classical guitar. Mark, who has taken lessons on the instrument for five years, organized this independent because of the lack of qualified teachers, music, and books on the classical guitar on campus. Under the direction of Mr. James Wyly, he is concentrating on the Spanish lute, or vihuela, which is the ancestor of the modern guitar.

Mark has attained all his information and music independently; his main reference is an unpublished dissertation on the subject. The culmination of the project will be a recital of sixteenth-century solo pieces and

songs which will be played from the original transcription for the vihuela, but will be performed with a classical guitar, due to the unavailability of vihuelas.

Bob Ruhl is constructing a Hubbard one-manual harpsichord kit (Hubbard is the man who produces the kits and one-manual indicates one keyboard). The kit, which costs \$700, and other necessary equipment are being purchased at Bob's own expense. Mr. Wyly, who is guiding Bob in his study of the historical aspects of the instrument, also gave him harpsichord lessons last school year.

Bob uses library resources to research the harpsichord, which reached its peak of popularity in the seventeenth century. He says that musical knowledge, historical knowledge of the instrument, and technical knowledge are all important in building a harpsichord.

Jeff Gwilliam is undertaking the design and construction of an electronic music studio. The studio, hopefully to be a permanent part of Grinnell's music facilities, is now being used by Mr. Jensen's Twentieth Century Composers' Workshop. Mr. Jensen reports that his students have had

considerable success composing avant-garde and popular music in the studio, either using the equipment as sound sources or for treating sound and music on tapes.

The circuits, sequencer, and connection panel, which facilitates the connection of any of the components of the studio to produce an incredible variety of sounds, are all of Jeff's own design. Now that the equipment, costing about \$5,000-6,000, has been purchased, the main expenses will be electricity and tapes. The purpose of the studio is to produce any sound conceivable, either through electronics or external treated noise.

Directed by Mr. Fudge, Floyd Slotterback is practicing choral conducting while serving as student director of the Concert Choir. This independent is well-suited to Floyd's vocational goals, as he plans to receive a graduate degree in this field and return to a college campus someday as a choir director.

The climax of his efforts came with the Christmas concert on December third, at which the choir sang five pieces selected and directed by Floyd, ranging from sixteenth-century to contemporary music. Mr. Fudge directed the remainder of the concert.