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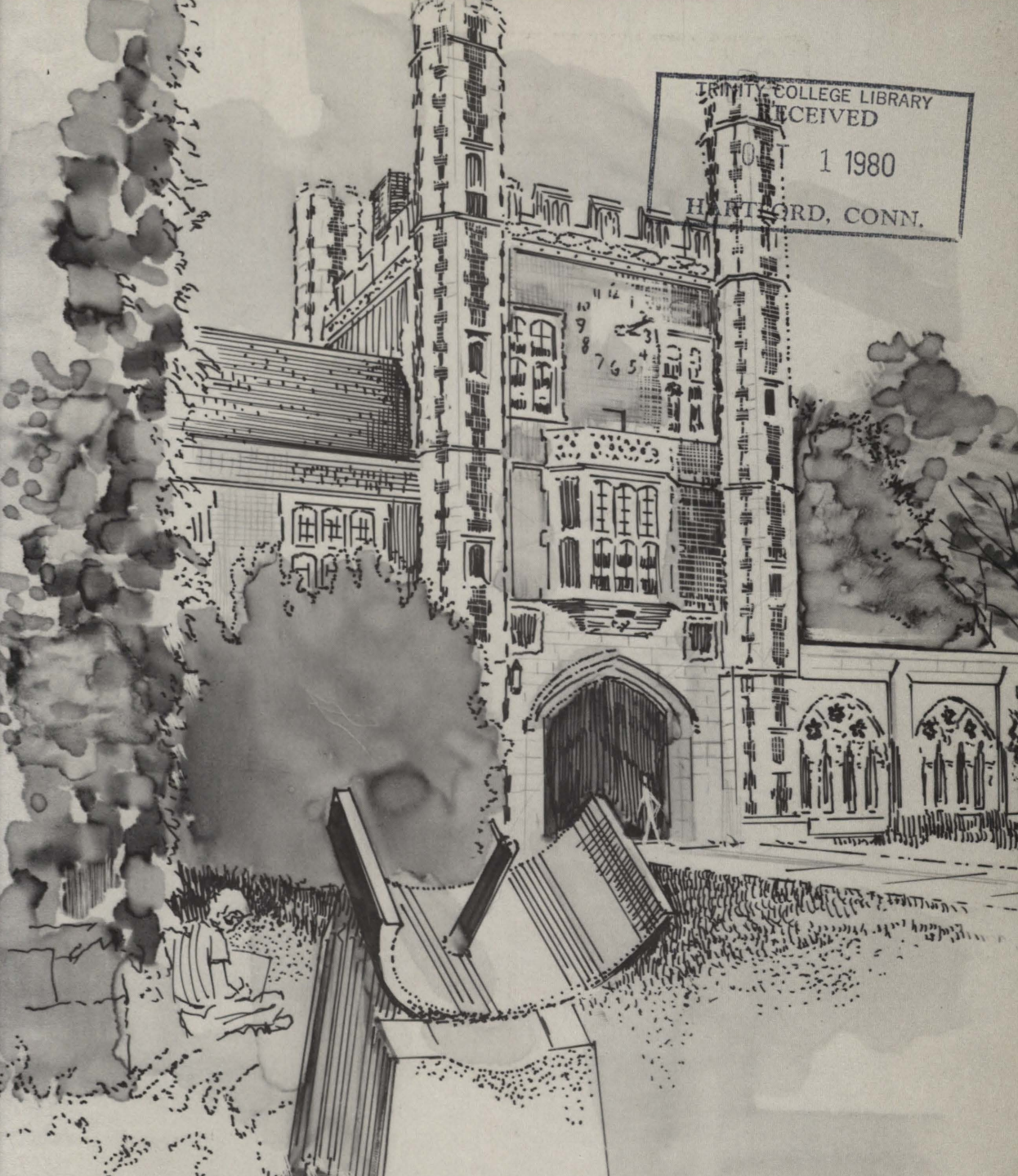
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TRINITY COLLEGE BULLETIN
Report of the President
1979-1980

The Annual Report of
PRESIDENT THEODORE D. LOCKWOOD
September 1980

Trinity College
Hartford, Connecticut



WHERE ARE THE SAVIORS?

It is again my privilege to submit an annual report. A traditional requirement from the Trustees of an institution, the annual report has become the means through which a president may discuss those issues which seem most important to the life of the College. They may not be the issues preoccupying the pages of the student newspaper or consuming the energies of committees; but one always hopes that they place Trinity within a perspective from which those not working daily on her behalf may gain some insight.

Violating the old axiom that one should move from the familiar to the less familiar, I shall begin this year's report by first discussing the national setting. Unless we appreciate society's world, we shall not understand our own reactions. I shall then speak to certain developments at Trinity and close with a special note drawn from my experience of thirty years as an academician.

I

Few commentators look upon our national condition with equanimity or optimism. Even though dyspepsia is endemic among analysts—a sort of frown before the fury of words—a penchant for saying that the worst is yet to come has become commonplace now. Our sense of frustration in foreign policy, a growing concern about the reserves of leadership available to us, and the most recent oscillations of the economy have left us wondering about the durability of our democracy. What may be surprising is that we have not had more such experiences in our history and particularly since the Second World War. For we seem to have forgotten how difficult it is to make a democracy work. The old adage remains relevant; namely, that democracy is the worst form of government except that all other systems are even less promising.

Sensitive to the fortunes of even its poorest citizens, a democracy depends upon the prospect of betterment. When events suggest that things can get worse, we can accept that view only so long as it implies that life will be better later. Our disenchantment becomes important as it may reflect a feeling that the present disarray could represent a longer term disability. Whether one illustrates this feeling by an analysis of economic growth or international disorder, we can end up persuaded that the opportunity to improve has been lost. Where are the saviors? I am neither inclined to test such a thesis nor prepared to exhort us to look for saviors. But I do wish to relate this view, more widely spread

than during even the Vietnam crisis, to higher education.

The cycle of inflation and recession has taxed the capacity of colleges and universities to maintain their range of programs and services without raising the costs to students sharply. Government regulation has complicated procedures and brought additional expense. But clearly the decline in enrollments expected over the next twenty years is the single most important factor fueling the pessimism with which educators regard the future. Not unlike the individual citizen, institutions can quickly conclude that their destiny is no longer in their hands. Among colleges competition can erode confidence in our future, and faculty will hunker down. For many it already appears to be a question of surviving. Although there is a boring predictability about the phrasing, there is a sufficient consistency to the predictions themselves that the mood in higher education seems likely to remain gloomy.

The danger in positing a deepening national crisis is that it will prompt us to take steps that only intensify the problem. A number of colleges have already forsaken traditional programs, sought new constituencies of doubtful suitability, and resorted to marketing techniques which verge on the deceptive. Some other institutions have put themselves, in effect, "on hold," believing that the best way to cope with uncertainty is to stand very still. Of course, it is impossible to characterize all of the ways in which a group as diverse as American colleges will respond to stress and anxiety. But it is clear that a majority of institutions will feel strong, and perhaps ineluctable, pressure to devote the bulk of their energies and resources to maintaining existing operations, teeth clenched. That is one reason why we are entering a grumpy period in higher education.

A further difficulty with girding ourselves for the worst to come is that we will lose our sense of proportion. We will forget what colleges and universities have accomplished over the years. That is particularly true for the independent liberal arts colleges. Champions of career preparation, the neo-vocationalists, have jumped on liberal learning as impractical. In addition, as Frederick Rudolph has reminded us recently (*Change*, April 1980, pp. 18-19), "The popularizers of mass education have set themselves up as the enemies of elite education," that is, the liberal arts and sciences. We have seen it happen at the secondary level. In seeking to accommodate the many competing pressures which a community brings to bear upon a school system, we have watched a decline in basic skills, a growing sullenness in urban centers, and the flight of talent to private schools. We are torn between properly providing for

those of lesser talent and encouraging the gifted. Our admissions office is particularly struck by the lack of substance in the senior year of even the best schools. We can ill afford such an erosion at the secondary level; any further slippage of rigor in higher education would have equally dire consequences. But it could happen.

Therefore, one of our most important tasks is to remind ourselves and society that liberal learning still offers the best assurance that we shall have compassionate and informed leadership in the future. Yet, many colleges are preoccupied with comparative cost analyses, market penetration, and retention rates. In some settings those concerns may be appropriate, but in the long run they can not only change our vocabularies but also impoverish our vision.

That vision has been too important to the life of the older independent colleges, in particular, to yield to crisis management—or simply to be abandoned. Some of its elements can offer us reassurance. First is the reminder that it is a good thing to have colleges like Trinity. They bring men and women together, young and older, to inquire, to learn, and to celebrate what we know. However much we do individually, we come together as communities to share knowledge. We have a particular commitment to the collective search for truth and meaning. To be sure, we seldom shout out such phrases on the Long Walk. But is quite clear to me that, beyond the departments and offices and separate rooms, there does exist very vividly a college community of learning.

A college has an inner life which cannot be constantly distracted by what is going on outside, however much it must relate to the larger entities of which it is a part. The exchange and testing of ideas require an unusual environment open to mental give-and-take, not readily measured by dollar value. The uncomfortable questions can freely arise; we can try acting on what we know, and also seek out what we must know in order to act. We keep the door open to surprise rather than closed. In short, the collegial community is so eminently worthwhile, when we stop to think about it in these terms, that I find myself tempted to challenge the gloomy prognosis for higher education in the eighties. I can see virtue in looking at the coming decade not as a depressing period of retrenchment, but as an intriguing opportunity.

That may sound like whistling Dixie, and I do not mean to dismiss the challenges that lie ahead. But I think we can look at them differently, especially if we want to keep colleges like Trinity vital intellectual communities. We must be our own saviors. On what grounds can we rest such optimism?

First, we know the problems. During the years when we were growing, we did not understand the consequences of expansion: we just liked the feeling. During the seventies we bobbed and weaved with amazing and, I think, consistent agility in the face of new and unanticipated difficulties. Now we are fully acquainted with the issues, if not always with the range of solutions. For example, we realize that decline in the number of high school graduates will require us to stop growing and to move from a somewhat passive role in admissions to a more forceful articulation of the opportunities we provide students. Through cooperation by simplifying the admissions process and sharing more information with similar institutions, we can reduce a potentially destructive competition.

Second, we have learned the art of careful financial management. Recognizing the need to use resources skillfully and prudently, we shall try to become even more efficient. Most colleges, Trinity included, have already instituted adjustments to bring staffing more in line with their revenue bases. We cannot expand programs, but we can choose among them intelligently. Moreover, through special faculty leaves we can help instructors extend their versatility. So also with services: consolidation can occur in some instances, and streamlining may have the happy consequence of providing stimulating new responsibilities for experienced staff facing limited opportunities for promotion. In short, the management of our resources, and especially the imaginative use of people who have dedicated their careers to this profession, can bring an even greater realization of our potential than we have attained in the past.

Third, colleges also know their staffs. With the reduced mobility within the academic profession and with a high percentage of faculty on tenure, we shall have far less turn-over. Gone are those days when, over a ten-year period, fifty per cent of the staff changed. Familiar faces will permit us to work more closely together. There is an unproven assumption, of course, that limited movement within the academic profession will blunt creativity. Although it is truly lamentable that young scholars are facing a bleak prospect of appointment at colleges, I think we can overemphasize the clogging effects of steady staffing. If we turn that coin over, we can recognize that these conditions reinforce the institutional culture that is so important to the life of colleges—and corporations as well. Not all organizational cultures are alike, as a look at General Electric, Dow, and Connecticut General would amply illustrate, but there is an institutional commitment and a set of assumptions that permit a consensus. Therefore, I hope that we will say less about the apprehensions

which constraints can breed and more about the process by which we can nurture agreement.

Finally, in our new circumstances we can view the challenge as an unusually fortunate opportunity to strengthen the academic mission we have. Admittedly we hear more about the dismal side, and we are tempted to batten down the hatches. But, and here there may be a pertinent connection with our approach to national problems, we do have the chance to make the individual college a better place precisely because we know more about ourselves and the limitations within which we work. No doubt the larger the organization, the more challenging the task; yet, if we are to regain our confidence in our national institutions, it is a reasonable place to start. I see little virtue in throwing in a towel even as realism requires us to measure our goals carefully. There are no readily available saviors.

II

Such general comments provide the context within which I shall now discuss some specific developments at Trinity College. On the one hand, this year has illustrated the constraints under which we operate; on the other, it has suggested new ways in which we can improve the education we offer to undergraduates.

Perhaps one of the most compelling examples of the limits we now understand concerns the effort to improve professorial salaries. The academic profession has lost ground in the face of inflation. Although the non-profit sector in the economy is understandably the slowest to find ways to meet inflation, it has been particularly lamentable that faculty and staff in colleges like Trinity have fallen behind immediately after a period in which salaries moved upward in a way that seemed appropriate when measured against other professions requiring comparable preparation. We hear much about doctors and lawyers who forego earnings as they seek their advanced degrees. We sometimes forget that young people in the academic world undergo the same strain for as long as five or six years following their undergraduate education. In an attempt to mitigate this slippage in real earnings—and to reaffirm our confidence in this College's faculty, Trinity made an across-the-board adjustment this year of 11.5 per cent and significantly improved the medical and dental coverage for staff. We hope to continue significant increases in the future to make up for the distressing impact of inflation on faculty purchasing power and the morale of the academy.

But this adjustment runs into competitive uses for the same monies. To put it starkly, salary increases may come at the expense of financial aid for more students. Three-quarters of all the expenditures made at Trinity are fixed: personnel, utilities, fees, insurance and the like. Salary increases and financial aid are among the annual variables. Now that it appears that the state and federal government will be less generous in the distribution of scholarship funds and loans, colleges are worried about how to compensate from within their own budgets. We make a four-year commitment when we invite a needy student to attend Trinity. Currently, the College is able to provide grants to about 30 per cent of the student body. Unless there is a turnabout in public attitudes toward financial aid, we shall be hard pressed to maintain that level. We are using more than \$500,000 from the operating budget for scholarships, plus a similar amount from endowment funds restricted to that purpose, in addition to what students bring from other sources. The one encouraging development has been the wider use of campus work-study programs, since we insist that all financial aid students must earn something as well as borrow some portion of their need. Yet, the fact remains that two worthy needs—salary increases and scholarships—are in a sense on a collision course.

A similar constraint faces Trinity and other older independent colleges in this region when we look at our physical plants. We have a gracious mixture of older, energy-inefficient buildings and newer facilities. We have made substantial savings on our utility costs; and most recently, the introduction of a computer monitoring system enabled us to save \$30,000 within three months. The fact persists, however, that the maintenance of physical plants like Trinity's represent a significant demand on our disposable funds. Thanks to help from the Braitmayer Foundation, we shall work with other colleges in this region to develop comparative studies of new ways to save money while continuing important repairs and renovations. One of the sadder stories in higher education has been the deferral of proper maintenance until a time "when funds become available"—another way of raising the cost *and* assuring further deterioration of the plant. Trinity has an excellent record of staying on top of its needs, but the task will continue to haunt us.

I have begun this section with these illustrations since they remind us of facts that we cannot overlook; but, again, we know so much more about these challenges today that I am convinced our persistence and ingenuity will find solutions. When we turn to the less concrete issues,

I become simultaneously more excited about the prospects and more chary about the results.

Trinity's curricular framework has remained fixed since 1969, when the "new curriculum" (now well into middle age!) was adopted. In the intervening years, many courses have been modified, a number of new programs have been created, and several others have been dropped, all in accordance with shifting faculty and student interests. Yet the basic principle—maximum freedom of choice for the student, especially outside of the major field—has not changed. We have lived quite contentedly with the open curriculum, deriving numerous educational benefits from the flexibility it provides. Students have come to Trinity, in part, because they can study what they wish instead of having to struggle with requirements that they find uninspiring. Faculty generally believe they are more effective teachers because students take courses voluntarily, to satisfy their curiosity, not to meet a requirement. Admittedly, a possible weakness of the open curriculum is that it permits (indeed, may encourage) undergraduates to work from strength, while they avoid the rigors of less congenial material. In some instances, the result has been a certain narrowness, a failure to encounter the breadth of subject matter which requirements traditionally sought to ensure. Nonetheless, the preponderant opinion among faculty and students is that the open curriculum has worked well.

The widely shared sense of satisfaction does not mean, however, that we have slipped into complacency. It is virtually axiomatic in higher education that a curriculum needs a full-dress review about every ten years. In part for that reason, we have begun a systematic analysis of undergraduate programs as a whole. The faculty has appointed a special committee to prepare a study for faculty consideration next spring. There is widespread agreement that this study is important both to test our impressions and to seek out opportunities to improve the curriculum.

As I remarked earlier, I am excited with the possibilities this review presents; but I think it is important to understand the setting in which it will take place. Other colleges have recently tried to revise their programs, only to find that the end product was little more than a political accommodation. If we recognize the conditions, then perhaps we can avoid disappointment. The first consideration we should keep in mind is that an open curriculum engenders less agitation for change than other patterns. Under the traditional general education programs, the senior faculty tired of the requirements and their junior colleagues were

properly persuaded that they could devise a better version. In an open curriculum faculty can concentrate on what they know best: the courses appropriate to their disciplines. That does not mean—and certainly the experience at Trinity confirms this—that they never change what they are teaching. Still, my hunch is that the open curriculum places a premium on specialized courses directly related to the departmental major, whereas the general education or core curriculum encourages faculty to devote more attention to the needs of students not majoring in their field.

There are other less apparent reasons. The faculty is growing older. At first blush that remark seems indelicate, but the fact is that the average age of faculty at Trinity is advancing at least five years every ten years of lapsed time. The College has a highly tenured faculty: for the next ten to fifteen years probably 80% of the teaching staff will be on continuing contracts. Not all the consequences are as obvious as the fact that few young people will be able to teach at Trinity, and thereby to bring new ideas to the table for discussion. For example, many of the key faculty upon whom the burden of this new review will fall participated in the curricular revision of 1967–69: they come with invaluable experience but also with memories. The debate may be limited not only by the absence of young Turks to suggest radical departures, but by a certain sense of *déjà vu* on the part of many participants. As one who has been in administration for twenty years, I know the feeling that you've seen everything already—a feeling not conducive to the imaginative quest for novel approaches and new solutions. But, of course, times and ideas do change. The important fact is that we are calling upon a majority within the faculty who have spent most of their academic careers at Trinity. Much as they might prefer to react to what a newer cadre of faculty might propose, they will have to take the lead. It is not surprising, therefore, that their initial disposition may be more on the side of modest reform than a major overhaul. Fortunately there is always the possibility that the faculty will prove even this presidential generalization premature!

Another factor affecting curricular review today is the renewed emphasis on departments within colleges. Within large universities, the department has always been the locus of power and prestige. Today the department within the smaller college has become more prominent than in the past. There are both academic and political reasons for this shift in emphasis. For two decades faculty in the various disciplines have sought, even at the undergraduate level, to bring their students to the frontiers of their fields. The results have been striking, and a comparison

of the courses offered within a field twenty years ago with today's listing shows the progress of this concentration. The political side has been equally reinforcing. The department is where the instructor obtains tenure; it is the "home" which determines merit and academic hospitality. Of course, there is something of a fiction about these assumptions, for the College alone can assure the future of a department and its programs. Departments cannot exist in splendid isolation, but the concerns which are uppermost in the minds of faculty—job security, professional prosperity, and scholarly opportunities—all appear to rest on the departments that, after all, do represent their special fields of inquiry.

Thus any curriculum review faces the arduous task of measuring the contribution of departmental programs to the whole. It is not a matter of summing up the parts, for the whole must be greater than the sum of the separate courses: the curriculum expresses a general proposition about what Trinity considers most important in undergraduate education today. But it is very difficult indeed to articulate that general proposition in a manner that tells each instructor just how to go about organizing her course in art history or his course in biology. I shall return to that problem later. Most conspicuously responsible for what we now call academic specialization was the rise to prominence of the sciences in the universities of the late nineteenth century: the tradition of classical learning could not sustain an undifferentiated program of studies any longer. The rising middle class confirmed the attractiveness of professional concentration by seeking out institutions with well-known departments. Now some fear that we have gone too far in the departmentalization of knowledge. As always it is difficult to find solid middle ground. On the one hand, the separation of disciplines has contributed spectacularly to the intellectual accomplishments of this century. On the other, we quite properly recognize that the future will demand a versatility and sensitivity unobtainable through specialization alone. We shall need to balance these concerns carefully and state clearly yet again the educational expectations that transcend the requirement to major in a given field.

In addition, as we think ahead to our curriculum review, we may wish to find a way to achieve what Professor Frank Child in biology aptly identified in a special paper, entitled "Confessions of a Curriculum-Watcher," "a mechanism that promotes trials, promotes variations, encourages selection of the best—and weeps not for the failures, nor frets for the risks in the future." In other words, the environment must be right if we want an undergraduate program that inspires change and

breadth of vision as well as professional solidarity. Not surprisingly, I am back to an earlier theme; namely, how we look at this period will critically influence the curriculum review. If we are intent on defending a department's courses, we shall not be very imaginative. Yet, we would be unwise if we constructed options which we could not staff, with our present limitations on faculty size, without damaging the integrity of existing majors. Quite obviously, it is once again a balancing of needs that the faculty faces. One mechanism, in Professor Child's mode, might help. The institutional commitment of faculty might be best expressed if each department agreed that its members would commit the equivalent of one-sixth of their time to such obligations as the freshman seminars and special college courses. It is particularly through the college courses that instructors can try and succeed at something different—or fail.

No doubt the most common concern of faculty in considering changes in the curriculum is the state of student preparation. Everyone wishes that the writing and quantitative skills of freshmen were better. Much as our Writing Center has done to attack this problem, we suffer from inadequate pre-collegiate training. As I said earlier, there is good reason to worry about secondary education. But it is not simply the background freshmen bring with them that troubles professors; faculty also wish students were more venturesome. Many of our instructors have said how they wish more seniors had dipped into fields beyond those touching their majors. Some faculty are worried about student literacy in the sciences; others wish that all students had some encounter with the arts. Although these sentiments do not add up to strongly held beliefs about a prescribed content for undergraduate education, they reflect a continuing concern about how liberal that learning is under an open curriculum.

Another prevalent feeling among faculty these days (and perhaps it has always been the case) is that the significant issues of life can appear in any course, no matter how specialized the topic. Certainly the freeing of the mind, that central objective of liberal learning, can occur in any class—or, conversely, even the most humanistic-sounding course title may disguise an intellectually sterile exercise. That is undoubtedly true in some instances, but it does not address our obligation to make more explicit our objectives in the undergraduate programs as Trinity.

The central task before the review committee is to clarify what convictions and principles should inform Trinity's particular approach to the liberal arts and sciences. In the process we shall need to rethink the

manner in which we present material to students. It is well to use the occasion to reassess the learning experiences to which we expose students so that we can improve our methods and better evaluate the results. There are those who contend that learning is essentially non-directional; that is, learning should address the self and be personally significant. What is important is not the material itself but how the material affects the learner. I sense that most Trinity faculty would wince at this emphasis. There are good reasons for such misgivings. Those who deplore what Christopher Lasch calls the "culture of narcissism," are understandably dubious about a pedagogy which emphasizes personal experience at the expense of discipline and a cultural base. Nor do most of us know how to teach in a manner that emphasizes interpersonal relations; we do not know how to evaluate improvisation of this sort; and we would not know how to design a curriculum that would draw upon personal life experience. Rather, our predilection is to make knowledge and competence in a field the basis of instruction. But that does not excuse us from the obligation to find more effective ways to relate the particular discipline to the wider problems facing young people today.

What we are still looking for is a solid principle around which to organize the courses which comprise the curriculum. Intellectual training in depth is central; value judgments about the comparative significance of the material we offer are equally important. I hope the present review will bear out a remark by Professor Kenneth Lloyd-Jones, a member of the special committee: "The current discussions . . . can be the occasion for each of us to refine our personal understanding of Trinity's purposes, and of our part in their realization."

A curriculum is only as strong as the faculty who offer the courses. As the summary of scholarly activity at the end of this report indicates, the Trinity faculty are active. They bring to their teaching conviction as well as open-mindedness, a love for their discipline as well as a sense of the wider world to which all teaching must relate. But to these traits must be coupled another one: a willingness to take risks. Once again, the elements of stress, anxiety, and simple grumpiness in the current environment can snuff out the disposition to venture something new. I hope not. The new dean of the faculty, Andrew De Rocco, has argued that risk-taking may be one of the few ways we can ever move away from comfortable expectations to a truly informative experience. The temper of the times may be against boldness in curricular design—and that may be a good thing since, as an historian, I have not been overly impressed

with what were purported to be "bold new programs." But I trust we shall not allow the temper of the times to inhibit honest questioning, risk-taking, and a recommitment to the worthwhileness of liberal learning.

III

Certainly the worthiness of our enterprise is most apparent at Commencement. On a magnificent May Sunday afternoon, the Class of 1980 received their diplomas and expressed ever so obviously both their sense of achievement and their exhilaration. Often it takes a ritual to remind us that, in our best moments, we have helped some young people probe their preconceptions, pierce the veil of the commonplace, and perhaps free themselves from their own limitations. After the ceremony I thought about the academic world in which I, like so many others, have served for three decades.

One thing struck me immediately. As teachers we do not always realize, in a self-conscious manner, what it is we do. Within the strange and arbitrary calendars which dictate the pace of academic life, semester by semester, we make a series of decisions as to what we shall present, how we shall shape the material for a lecture or seminar, and what we hope students will learn. We are making a series of judgments, and by our choices we attach value to one thing in preference to another. We are free to speculate about the significance of what we teach: no one orders us to produce in a certain way even if we have agreed as a group of colleagues on common expectations.

I remember my first year at Trinity very vividly. One professor sat cross-legged on the desk, not a note in front of him, talking in a leisurely yet probing way about history. Another person, well known for his chalk-throwing ability, sent us to the board with disconcerting regularity. Still another paced up and down, always asking questions and never seeming to provide the impressionable frosh facing him with any answers. Another professor would turn down the lights in the lecture hall, snap on a reading lamp, and intone poetry in a memorable fashion. Years later we may have trouble recalling a single thing we learned. But we came away with important impressions of the attitudes each teacher brought to his subject; we sensed the affection which each felt for his subject—or his determination to have us know the material even if we did not share his enthusiasm. We could be dazzled and responsive, disturbed and prodded, or simply stirred in some indeterminate way. What

we as teachers sometimes forget is that through this process we are forcing students to make choices too. As a freshman I could either ignore the formal process to concentrate on the Cave and other extracurricular activities, or I could let my mind follow the teacher's tracings. But I could not avoid an ethical decision, put most bluntly as whether or not to pay attention.

This recollection made me realize that a part of the art of teaching is to evoke student choices. At its best, learning is moving away from disjointed personal experience toward sharing with others both what we have inherited and what we hope to understand. It is the uncovering of the complexities of human existence; it is recognizing that man is a question.

Teaching is excitement. But, as with so many other undertakings in life, the routines of the day and the demands of the ordinary upon our time intrude on that thrill. As I have said on other occasions, now may be the time when we should, in defiance of all the gloomy predictions, celebrate the contagion of academic life, reaffirm the special joys and the singular value of the intellectual quest. We hardly need saviors if we will but transmit our own enthusiasm for the engagement of the young and not-so-young in the shared task of learning.

And thus I return to the opening section of this report. We may approach this decade in a mood which looks despairingly for a new way out, be it the market gimmick or the reassuring savior. Most of us will do better, if only because we have been entrusted with hope by those who have gone before us. In higher education, and at Trinity in particular, I hope we can seize the opportunity to reshape, in accordance with our deepest convictions, the programs we offer young men and women, bringing to the task the special zest that has always propelled the best teachers. We can find that center within our liberal tradition that holds a college community together and gives it meaning. And at a time when many feel that teaching is not properly respected, we can bring back to teaching its pre-eminent position as the exemplar of the mind at work.

IV

The convictions so briefly stated here would lack at least some substance were not Trinity College in such a strong position. In closing this annual report I wish to acknowledge with gratitude the magnificent response of alumni, parents, and friends to our annual appeal for support. Gifts to the College from all sources totaled \$3.3 million this year, and

for the first time, the Annual Fund surpassed \$750,000. We are particularly thankful to the William R. Kenan Trust for funding an endowed professorship, and to the Booth Ferris Foundation for a pledge toward our Seabury Hall renovation project. These gifts are the grain sown by one generation so that the next may have bread. They also help maintain our general health in the meantime!

The College has completed another year with a balanced budget, thanks to the efforts not only of Mr. James F. English, Jr., vice-president and now acting president of Trinity for the Christmas term of 1980-81, and Mr. Pedemonti, our treasurer, but also of the faculty and staff who understand the financial constraints within which we operate. We continue to improve our facilities as our funds permit. In many ways the most important results of the year may be seen in the vigor with which faculty have pursued research, recast courses, and brought visitors to the campus. I mention the visiting lecturers because in April alone we had a distinguished speaker virtually every weekday night. Trinity students also had the unusual experience of talking with President Gerald Ford for a day about his career in Congress and the presidency and his perceptions of politics in this election year.

I do not wish to burden this report with statistics, pie charts or summaries of operations. That may happen one of these years, but such a compilation neither identifies the issues clearly nor defines the institution. Trinity College is a composite of so many interdependent elements that it is impossible to describe them separately and not lose the sense of the whole, that set of mostly voluntary obligations that raise an institution to fulfill its unique mission. Once again, that mission is to help students understand themselves and the world in which they live. In probing the human predicament with students, in providing them with the intellectual qualities essential to that task, we must insist upon clarity and compassion, competence and wisdom. If we exemplify the values embedded in the academic way of life, then we shall have no need of saviors.

This year's annual report is dedicated to the memory of Elizabeth White Lockwood and to the many, many friends whom my wife knew and loved. I cannot say more than express again my deep appreciation for the support which this community provided during a time of sadness.

Theodore D. Lockwood

FACULTY PRESENTATIONS AND PUBLICATIONS

Listed below is a selection of faculty publications, exhibitions, scholarly papers and lectures for the period September 1979 to September 1980.

David Ahlgren, Assistant Professor of Engineering

"Synthesis of Matched BJT Cascode Broadband Amplifiers," in *Electronics Letters*, Vol. 15, No. 22, October, 1979.

"A Low Cost General Purpose Data Acquisition System for LSI-11 Microcomputers." Paper presented with D. Henderson and D. Gatenby at the Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, March, 1980.

"Packet Networking Mini/Micro Computers to Time-Sharing Systems: The Missing Link in Low-Cost Computing." Paper presented with D. Henderson, D. Gatenby and F. Borgenicht at the Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, March, 1980.

Gustave W. Andrian, Professor of Modern Languages

Prêt à lire with Jane Denizot Davies, Macmillan Publishing Co., February, 1980.

Mardges Bacon, Assistant Professor of Fine Arts

"A Touch of Paris—Beaux-Arts Architecture in America." Paper presented to the Antiquarian and Landmarks Society of Connecticut, February, 1980.

"An Incentive to Build: Ernest Flagg's New York Model Tenement Housing." Paper presented to the New York Chapter of the Society of Architectural Historians, March, 1980.

Robert H. Brewer, Associate Professor of Biology

"The effect of surface wettability on the settlement frequency of larvae of *Cyanea capillata* (Cnidaria: Scyphozoa) on artificial substrates," in *American Zoologist*, 19:957, 1979.

W. Miller Brown, Associate Professor of Philosophy

"Ethics, Drugs and Sports." Paper presented at the Seventh Annual Meeting of the Philosophic Society for the Study of Sport, Western Illinois University, October, 1979.

Thomas E. Cavanagh, Visiting Lecturer in Political Science

"Rational Allocation of Congressional Resources: Member Time and Staff Use in the House," chapter in *Public Policy and Public Choice*, Douglas W. Rae and Theodore J. Eismeier, eds., Beverly Hills: Sage Publications, 1979.

"The Deinstitutionalization of the House of Representatives." Paper presented at the Dirksen Center/Rayburn Library Conference on Congressional Leadership, Washington, D.C., June, 1980.

Noreen L. Channels, Associate Professor of Sociology

"Sex and Organization as Predictors of Preferred Job Characteristics." Paper presented at the Eastern Sociological Society meetings in Boston, March, 1980.

George E. Chaplin, Professor of Fine Arts and Director of Studio Arts

Solo exhibits at the Department of State, Washington, D.C. and The Kent School Gallery, Kent, Connecticut.

Two-man exhibit at Judy Birke Gallery, Woodbridge, Connecticut.

Group exhibits at Artist's Equity, Connecticut Chapter, Old State House, Hartford; Hartford Arts Festival (Juror); Sound View Day Care Center, West Haven, Connecticut, (First Prize—All Media); 31st New England Annual Painting/Sculpture, New Canaan, Connecticut.

Richard B. Crawford, Professor of Biology

"Biophysical properties of a major membrane phospholipid, dielaidoylphosphatidylethanolamine, found in an *E. coli* fatty acid auxotroph," with R.D. Yang, K.M. Patel, H.J. Pownall, R.D. Knapp, L.A. Sklar and J.D. Morrisett in *Journal of Biological Chemistry*, 254, 8256, 1979.

"Effects of Drilling Fluid on Embryo Development of a Teleost and an Echinoderm." Paper presented at U.S.E.P.A., Quarterly Program Review, Gulf Breeze, Florida, January, 1980.

Andrew G. De Rocco, Dean of the Faculty

"Liberal Learning Now and in the Future," in *Forum for Honors*, Vol. X, No. 5, 1979.

"Membrane Flux: Conditions for Limit Cycle Oscillations," with G.L. Clark in *Studies in Statistical Mechanics*, J. Lebowitz and E. Montroll, eds., North-Holland, 1980.

"The Liberal Arts and Honors." Address at the annual meeting of the National Collegiate Honors Council, Atlanta, Georgia, October, 1979.

John A. Dando, Professor of English

Twelve Commentaries on recent American Literature, written and performed for the Voice of America during 1979.

Leslie G. Desmangles, Assistant Professor of Religion and Intercultural Studies

"The Vodun Way of Death: Cultural Symbiosis of Vodun and Roman Catholicism in Haiti," in *Journal of Religious Thought*, Vol. 36, No. 1, 1980.

A review of the Thought of Roger Bastide and George Eaton Simpson in *Sociological Analysis*, Vol. 40, No. 3.

"African Reinterpretation of the Trickster Deity Legba in Haitian Vodun." Paper presented at the American Academy of Religion, New York City.

"Androgeneity of the Principle of Crossroads in Vodun." Paper presented at the annual national meeting of the Society for the Scientific Study of Religion, San Antonio, Texas.

"Slave Protest and Vodun: A Theory of Cultural Identity." Paper presented at the International meeting of the Caribbean Studies Association, Curaçao, Netherland Antilles.

"The Center and the Edges: The Notion of Axis Mundi in Caribbean and African Religions." Lecture delivered at the University of Connecticut, 1980.

"Theological Unity and Diversity in Caribbean Religions." Lecture delivered at the Graduate School of Theology, Boston University.

Francis J. Egan, Associate Professor of Economics

"An Overview of the Energy Problem." Lecture delivered at Greater Hartford Community College, 1980.

"Energy and Our Economic System." Lecture delivered at Waterbury State College, 1980.

Donald B. Galbraith, Professor of Biology

"Tissue Microenvironment and the genetic control of hair pigment patterns in mice," with G.L. Wolff and N.L. Brewer in *Developmental Genetics*, 1:167-179, 1979.

Dr. Albert L. Gastmann, Professor of Political Science

"Continental Europe and the Caribbean" in *The Restless Caribbean*, Richard Millett and W. Marvin Will, eds., Praeger, New York, 1979.

A review of *The Difficult Flowering of Surinam* by Edward Dew in *The American Political Science Review*, Vol. 73, No. 4, December, 1979.

"Sovereignty and Caribbean Realities." Paper presented at the Caribbean Studies Association Meeting, Curaçao, May, 1980.

John A. Gettier, Associate Professor of Religion

"The Birth of the Messiah." Three lectures delivered at St. James Church, Farmington, December, 1979.

"The Study of the Old Testament: Methods and Motifs." Four lectures delivered at the First Baptist Church, West Hartford, 1980.

"The Prophet: His Call, His Task, His Life." Three lectures delivered at the Hampton Institute Ministers' Conference, Hampton, Virginia, June, 1980.

Alden R. Gordon, Assistant Professor of Fine Arts

"The Interior Decoration and Architecture of the Frick Residence." Lecture delivered at The Frick Collection, New York, October, 1979.

Gerald A. Gunderson, Professor of Economics

"Slavery," in the *Encyclopedia of American Economic History*, New York, Charles Scribner's Sons, 1980.

Karl F. Haberlandt, Associate Professor of Psychology

"Story grammar and reading time of story constituents," in *Poetics: International Review for the Theory of Literature*, 9, 99-116, 1980.

"Retrieving story information from memory." Paper presented with C. Berian

and B. Kay at the meeting of the Eastern Psychological Association, Hartford, April, 1980.

"Basic research in reading." Session chaired and critiqued at the meeting of the American Educational Research Association, Boston, April, 1980.

"'Clausal' processing of texts." Paper presented with J. Sandson and C. Berian at the meeting of the Cognitive Science Society, New Haven, June, 1980.

"Processing of Stories by Episodes." Paper presented at the 22nd International Congress of Psychology, Leipzig, Germany, July, 1980.

"The role of episode structure in reading comprehension." Paper presented at the Cognition Seminar Series, Yale University, February, 1980.

Using a "personal computer" measuring sentence reading times. Poster with D.A. Gatenby, E. Fossum and L. Nelson presented at the meeting of the Eastern Psychological Association, Hartford, April, 1980.

Carl V. Hansen, Associate Professor of Modern Languages

"The Death of First Sergeant Anton Lerch in Hofmannsthal's *Reitergeschichte*: A Military Analysis," in *Modern Austrian Literature*, Volume 13, No. 1, 1980.

David E. Henderson, Assistant Professor of Chemistry

"Packet Networking Mini/Micro Computers to Time Sharing Systems: The Missing Link in Low Cost Computing." Paper presented with D. Ahlgren, D.A. Gatenby, and F. Borgenicht at the 1980 Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Atlantic City, March, 1980.

"A Low Cost General Purpose Data Acquisition System for LSI-11 Minicomputers." Paper presented with D. Ahlgren and D.A. Gatenby at the 1980 Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Atlantic City, March, 1980.

"Practical Aspects of the Preparation and Use of PLOT Gas Chromatographic Columns." Invited paper presented at the American Chemical Society Mid-Atlantic Regional Meeting, April, 1980.

George C. Higgins, Professor of Psychology

Keynote Address on Adolescent Sexuality delivered to the Combined Health Care Conference on Teen-Age Sexuality of the Council on Children's Rights, Abuse and Justice, Inc., Danbury, Connecticut, April, 1980.

"Transsexuality." Lecture delivered to Department of Clinical Psychology, Institute of Living, April, 1979.

"Post-partum Emotional Problems." Lecture delivered to Planned Parenthood League Nurse Practitioner Program, Mt. Sinai Hospital, April, 1980.

Dianne M. Hunter, Associate Professor of English

"Is the Oedipus Complex Obsolescent?" in *Reader in Myth in Literature and Society*, Victoria, Australia: Deakin University Press, 1980.

Co-authored *Myth in Literature and Society: Classical Antiquity*, Victoria, Australia: Deakin University Press, 1980.

"On Psychoanalysis, Language, and Women." Paper presented at the SUNY/ Buffalo Conference on "Feminism: The Creative Use of Difference," March, 1980.

"Psychoanalysis and Politics in Paris." Paper presented at the 4th annual SUNY/ Buffalo Symposium in Literature and Psychology, May, 1980.

"Shakespearean Mythmaking in *Macbeth*," in *Reader in Myth in Literature and Society*, Victoria, Australia: Deakin University Press, 1980.

"Marriage and the Ideologies of Romantic Love in *A Midsummer Night's Dream*." Lecture delivered at Wesleyan University, May, 1980.

Drew A. Hyland, Professor of Philosophy

The Virtue of Philosophy: An Interpretation of Plato's Charmides, Ohio University Press, 1980.

"The Stance of Play," in *Journal of the Philosophy of Sport*, 1980.

"Schurman, Foucault, and the Intelligibility of History," in *Independent Journal of Philosophy*, 1980, and also presented at the Symposium on Modernity, Airlie, Virginia, May, 1980.

"The Stance of Play." Presidential Address of the Philosophical Society for the Study of Sport, Karlsruhe, West Germany, July, 1980.

"Nietzsche, Nihilism, and the Aesthetic Justification of Life." Lecture delivered at Loyola University, New Orleans, April, 1980.

"Living Dangerously: Reflections on the Risk-Taking Element in Play." Lecture delivered at SUNY Purchase, New York, March, 1980.

Samuel D. Kassow, Associate Professor of History

"After the Crisis," in *The Nation*, March, 1980.

"Czarist and Soviet anti-Semitism—Parallels and Contrasts." Paper presented at the Conference on Problems of Soviet Ethnic Policies, Columbia University, New York, May, 1980.

Paper on children of survivors presented at the International Conference on Children of Holocaust Survivors, New York City, November, 1979.

"Ideology and Modernity in Modern Jewish History." Scholar in Residence at Beth Shalom Synagogue, Hamden, Connecticut, October, 1979.

Dori Katz, Associate Professor of Modern Languages

Four translations of Maxine Kumin's poetry in *Estaire*, 1979–1980.

Mary S.T. Kenealy, Artist in Residence

Lecturer and critic at the Kansas City Art Institute, Kansas City, Missouri, April, 1980.

Guest Lecturer and critic at the Wellesley College Jewett Arts Center, Wellesley, Massachusetts, April, 1980.

Exhibit at the 32nd Boston Printmaker's National Exhibition, De Cordova Museum, Lincoln, Massachusetts, February, 1980.

Summer exhibition at the Kansas City Art Institute, June, 1980.

Nancy O. Kirkland, Assistant Professor of Psychology

"Septal forebrain: structural and functional recovery in the limbic system."
Lecture delivered at the University of Connecticut, December, 1979.

"Olfactory nerve regeneration." Paper presented at the Society for Neurosciences (Hartford Chapter) Meeting, Yale Medical School, November, 1979.

Frank G. Kirkpatrick, Associate Professor of Religion

"Organic or Personal?: Two Concepts of Community in Whitehead and Macmurray." Paper presented at the annual meeting of the American Academy of Religion, New York, November, 1979.

"Kabbalistic Interpretations of The Red Hiefer Ritual." Paper presented at the Mid-Atlantic American Academy of Religion, Princeton, May, 1980.

Dirk A. Kuyk, Jr., Associate Professor of English

"Impression, Abyss, Azure: The Field of Symbolism." Paper presented at the Northeast Modern Language Association meeting, Massachusetts, March, 1980.

Richard T. Lee, Professor of Philosophy

"Games, Intentions, and Goals." Paper presented at the conference of the Society for the Philosophic Study of Sport, Western Illinois University, 1979.

Kenneth Lloyd-Jones, Associate Professor of Modern Languages

"Une 'supercherie' de Marot" in *Studi Francesi* 65/66, Turin, Italy, April, 1980.

"Attitudes to Free Will in the Poetry of the later Rhetoriqueurs." Paper presented at the Patristic, Medieval and Renaissance Studies Conference, Augustinian Historical Institute, Villanova University, Pennsylvania, September, 1979.

"Du Bellay's Journey from *Roma Vetus* to *la Rome neufve*." Paper presented at the Thirteenth Annual Conference, ("Rome in the Renaissance: the City and the Myth"), Center for Medieval and Early Renaissance Studies, SUNY Binghamton, New York, October, 1979.

"The Other Rome in Du Bellay's Latin Poems." Paper presented at the Central Renaissance Conference, University of Illinois, April, 1980.

Robert Lindsay, Professor of Physics

"The Preparation, Structure and Properties of Eu_2IrH_5 ," with Ralph O. Moyer, Jr. in the *Journal of the Less Common Metals*, Volume 70, No. 2, 1980.

Clyde D. McKee, Jr., Associate Professor of Political Science

Perspectives of A State Legislature (2nd edition), March, 1980.

"Financing Connecticut's State Legislative Elections," in *Comparative State Politics*, Univ. of Kentucky, Vol. 2, February, 1980.

"Connecticut's Presidential Preference Primary: Law, Theory, and Politics" and "Position Papers as Indicators of Presidential Performance: Has President Carter Kept His Promises? Can Campaign Promises be used to Screen

the Candidates now Seeking our Support?" Two papers presented at the New England Political Science Association's annual meeting, University of Massachusetts, Boston, March, 1980.

Conducted a series of workshops on "State Legislative Procedures" at Johnson State College, Vermont, February, 1980.

J. Bard McNulty, Professor of English

"The Extended Decorative Scheme of the Bayeux Tapestry: Aspects of Medieval Narrative Technique." Paper presented at the Mid-Atlantic States Conference on Medieval and Patristic Studies, Villanova University, September, 1979.

Ralph O. Moyer, Jr., Associate Professor of Chemistry

"The Preparation, Structure, and Properties of Eu_2IrH_5 ," with R. Lindsay in the *Journal of the Less Common Metals*, Vol. 70, No. 2, 1980.

Borden W. Painter, Jr., Professor of History

"Bishop Gray and the Anglican Congress of 1954," in *Historical Magazine of the Protestant Episcopal Church*, XLVIV, June, 1980.

"Preaching in the Sixteenth-Century: England and Italy." Paper presented to the National Endowment for the Humanities Seminar at Brown University, May, 1980.

Harvey S. Picker, Associate Professor of Physics

"On the Fusion of Hydrogen Isotopes in Ordinary Molecules," in *Nukleonika*, 1980.

James L. Potter, Associate Professor of English

Robert Frost Handbook, University Park, Pennsylvania, Pennsylvania State University Press, June, 1980.

William J. Puka, Assistant Professor of Philosophy

"Kohlbergian Forms and Deweyan Acts," in *Moral Development, Moral Education and Kohlberg*, ed. B. Munsie, Religious Education Press, April, 1980.

"The Conceptions of Prosocial Behavior used in Psychological Research." Paper presented at an interdisciplinary conference entitled "The Development of Prosocial Behavior from Affection, Social Cognitive, Sociobiological and Social Policy Perspectives," Univ. of California at Santa Cruz, August, 1980.

"A Theory of Moral Development." Lecture delivered at Univ. of Massachusetts (Boston) College III, 1979.

C. Kenneth Quinones, Assistant Professor of History

"American Society and Acculturation of the Korean-American." Paper presented at the Tenth Annual Conference on Korea and Korean-Americans, Central Connecticut State College, April, 1980.

"Nineteenth Century Korea: Daily Life in the Royal Court and Countryside." Lecture presented at the Korean Cultural Service, New York City, May, 1980.

"Yi Korean Military Officials, 1864-1910." Paper delivered at the First International Conference on Korean Studies, December, 1979.

David A. Robbins, Associate Professor of Mathematics

"Tensor products of Banach bundles." Paper with J.W. Kitchen presented at the Annual Meeting of the American Mathematical Society, San Antonio, January, 1980.

Kathleen C. Robens, Visiting Artist in Residence

Dance performance of original works, 168 Mercer Street, New York City, June, 1980.

John Rose, College Organist

Two recordings, "The French Romantics, Vol. II" Towerhill Records (T-1003) and "An Introduction to the King of Instruments" Towerhill Records (T-1004), recorded at the Cathedral of St. Joseph, Hartford, March, 1980.

Recitals in eight American cities and Brussels, Belgium.

Christine M. Sadowski, Visiting Assistant Professor of Sociology

"Citizens, Voluntary Associations and the Policy Process," in *Policy and Politics in Gierek's Poland: Trends in Political Participation*, Roger Kanet and Maurice Simon, eds., Westview Press, 1980.

"Peasant Pension Policies in People's Poland." Paper presented at the annual meeting of the American Association for the Advancement of Slavic Studies, New Haven, October, 1979.

"Polish Workers and their Organizations." Paper presented at the annual Midwest Slavic Conference, Cincinnati, May, 1980.

"Socio-political Attitudes of Hungarian, Czechoslovak and Polish Youth," and "Political, Economic and Foreign Relation Issues in Contemporary Poland." Two guest lectures delivered at the Foreign Service Institute, Washington, D.C., May, 1980.

Craig W. Schneider, Assistant Professor of Biology

"An annotated checklist of Connecticut Seaweeds," with M.M. Suyemoto and C. Yarish in *Connecticut State Geological Natural History Survey Bulletin*, 108:1-20, 1979.

"*Searlesia*, a new genus from the western Atlantic based on *Membranoptera subtropica* (Rhodophyta, Delesseriaceae)," with N.J. Eiscman in *Phycologia*, 18:319-324, 1979.

"North Carolina marine algae. VIII. The reproductive morphology of *Callithamnion cordatum* Børgesen (Rhodophyta, Ceramiales)," in *Rhodora* 82:321-330, 1980.

"The effect of elevated temperature and reactor shutdown on the benthic marine flora of the Millstone quarry, Connecticut." Paper presented at "Botany 80" U.B.C., Vancouver, British Columbia, Canada, July, 1980.

"Free living *Pilayella littoralis* (L.) Kjellman in Nahant Bay, Mass.: Morphology, occurrence, and associated species." Paper with R.T. Wilce, K. van den

Bosch and A.V. Quinlan presented at the International Psychological Society Meeting, Glasgow, Scotland, August, 1980.

Christopher J. Shinkman, Director of Career Counseling

"Recruiting Literature: Is It Adequate?" in *Journal of College Placement*, Vol. 39, No. 4, 1979.

Paul Smith, Professor of English

"Language, Literature, and Advanced Placement," in *Journal of Education*, May, 1980.

"Theory and Practice in Paris: Hemingway's Early Manuscripts." Paper presented at the Modern Language Association Meeting, December, 1979.

"The Advanced Placement Language and Composition Examination." Paper presented at the Southern California AP Conference and the Regional NCTE and Colorado Language Arts Society Meeting, March, 1980.

Panelist at the Conference Celebrating the Dedication of the Hemingway Room, John F. Kennedy Library, Boston, July, 1980.

Ranbir Vohra, Professor of Political Science

Book review of *Lao She: Lao Niu po che, Essai autocritique sur le roman et l'humour* by Paul Bady and *Rickshaw: the novel Lo-t'o Hsiang Tzu* by Lao She by Jean M. James tr. in the *Journal of Asian Studies*, May, 1980.

"Crises in Southeast Asia." Paper presented at the National Defense and Foreign Policy Seminar held under the auspices of the Reserve Officer's Association, Trinity College, Hartford, October, 1979.

Diana E. Yiannakis, Assistant Professor of Political Science

"House Members' Communication Styles and Congressional Work Styles." Paper presented at the annual meeting of the Northeastern Political Science Association, Newark, New Jersey, November, 1979.

"The Grateful Electorate: Casework and Congressional Voting." Paper presented at the annual meeting of the Midwest Political Science Association, Chicago, Illinois, April, 1980.

Diane C. Zannoni, Assistant Professor of Economics

"Stein's 'Inflation, Employment and Stagflation' " with Edward J. McKenna in *Journal of Monetary Economics*, 6, April, 1980.

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