

Trustees Ratify Local Autonomy

APRIL 6 - The Trustees of Trinity College today adopted a statement from the Ad Hoc Committee on Fraternities which establishes chapter autonomy of member selection as a part of college policy.

The Ad Hoc Committee consisted of Trustees Henry S. Beers, chairman; Lyman B. Brainerd; The Rt. Rev. Walter H. Gray, and Barclay Shaw. The report of the committee, including the adopted statement, is printed below:

"This Committee was appointed by the Board of Trustees to consider the advisability of the Trustees issuing a formal statement of policy concerning provisions in charters and by-laws of fraternities at Trinity which could result in limiting under-

graduate autonomy in selection of fraternity members from the student body. This action of the Board was primarily in response to a request by two undergraduate organizations--the Senate and the Interfraternity Council.

"Since appointment of the committee, we have had meetings with representatives of student government, individual fraternity undergraduate groups and alumni representatives of most of the fraternities on campus. We have also corresponded or conferred with individual alumni of the College. We have reviewed action taken by some of our sister Colleges on this general subject and the reasons given therefor. We have taken into consideration historical and economic factors at Trinity which affected the development of the fraternities now on campus.

"Fraternities over the years have played a vital role in the growth and success of Trinity College. In this world of rapid change, fraternities have it in their power to aid the College significantly in the education and development of its students.

"The Committee, after due consideration, believes that the existence of discriminatory clauses in charters or by-laws of fraternities with chapters at Trinity gives rise to the possibility that such clauses may be evoked to deprive the members of a local chapter of their autonomy in selection of members on a basis inconsistent with the spirit of the policy established in Trinity's charter of 1823. This charter provides in part that "the religious tenets of a person shall not be a condition of admis-

sion to any privilege of the College."

"In view of all of the foregoing, the Committee recommends that the Trustees forthwith issue the following statement:

"The Board of Trustees of Trinity College has received from the Interfraternity Council and the Trinity College Senate a resolution requesting that the Trustees of the College take positive action to assure local autonomy with respect to selection of members of social fraternities recognized by the College.

"The Trustees believe that local undergraduate chapters of fraternities recognized by the College should have such autonomy. While the Trustees have no jurisdiction over the policies of national fraternities in their activities outside this College, the Trustees do require.

THAT the undergraduate members of each fraternity chapter at Trinity College shall have the sole right to select their own members, subject only to such scholastic and disciplinary standards as the College administration may establish and furthermore;

THAT no person shall be denied membership in any fraternity at Trinity College because of any by-law or other regulation which prohibits such membership for reasons of race, color, creed, or national origin.

"If after communicating this requirement to their national groups, local chapters are refused permission to exercise such local autonomy within a reasonable time, the college authorities should be notified by the local chapters in order that appropriate action may be taken."

Trinity Tripod

VOL. LXI NO. 40

TRINITY COLLEGE, HARTFORD, CONN.

TUESDAY, APRIL 9, 1963

Optimistic Sreenivasachar Credits Stability of India

by GARY HOWSER

APRIL 8 - Although India is plagued with nation-wide poverty, Indian Professor of History P. Sreenivasachar tonight vouched for that country's stability which could transcend the passing of any single political ruler.

As fourth speaker of the College Lecture series dealing with Asian affairs, P. Sreenivasachar from Osmania University at Andhra Pradesh, India, described the progress and problems of India's social democracy.

Professor Sreenivasachar explained India's program of economic expansion and cited statistics to prove the effectiveness of the nation's material progress in the past decade under the guidance of two five-year development plans.

The professor examined India's position as a non-aligned power as necessarily pragmatic in the international sphere and critically reviewed questions of educational advances and the persistence of controversial ancient institutions.

Johnson Will Head Drew Department

Dr. William A. Johnson, assistant professor of religion has accepted an appointment as full professor and head of the department of religion at his seminary alma mater, Drew University, Madison, New Jersey.

His resignation from the Trinity faculty will be effective at the end of the current semester. President Albert C. Jacobs, accepting Dr. Johnson's resignation, said "We are extremely sorry to have you leave Trinity. You have done a splendid job here and have done much to build the stature of the College as well as that of the Department of Religion.

"At the same time I rejoice in the opportunity that is yours - to go to your seminary alma mater to build and direct there a department of religion," Dr. Jacobs concluded.

In a land which has twice the population of the United States - a land of multi-religious, multi-racial, and multi-cultural composition - India faces, said Sreenivasachar, as its most immediate problem, the removal of nation-wide poverty.

He explained that "the masses" of the country have no ability to pay, while the desire for consumption increases."

The professor reviewed India's historical misfortune in losing its

(Continued on Page 3)

Dunn, Herschberger Step Up To Associate Professorships

Dr. LeRoy Dunn of the Economics Department and Dr. Austin C. Herschberger of the Psychology Department were promoted last week to Associate Professorships effective in September announced President Albert C. Jacobs.

Dr. Dunn, who has been a member of the Economics Department since 1957, is a specialist in public finance and economic theory and thought. He holds a B.S. degree from American University and a Ph.D. degree from the London School of Economics, University of London.

He studied under a Ford Foundation Research Fellowship at Princeton in 1959, under a Danforth Foundation Grant in the summer of 1961 and in the summer of 1962 was a senior research officer for the Treasury Department, Internal Revenue Service, Washington, D.C. In May 1962 Dr. Dunn was Recorder at the sessions of the national Conference on the Economics of Health Service and Medical Care held at the University of Michigan.

Dr. Dunn is the author of several articles on taxation including the "Proceedings of Tax Institute", 1962 and a review of F. Shehab's "Progressive Taxation" which appeared in *ECONOMICA*, 1955. He has also done research on the history of inheritance taxation in England, and contributed to "Growth in Government Expenditures in Great Britain", published in 1962 by the National Bureau of Economic Research.

Eberhart Spends Three Days Here As 'Poet-In-Residence'

Prize-winning poet Richard Eberhart will visit the College campus as poet in residence for three days April 17 through April 19 under the auspices of the college's Poetry Series Committee. In keeping with the Committee's objective to present well-known poets to the students, Eberhart's three-day visit will include informal talks with students in or out of class as well as three scheduled lectures.

On Wednesday, April 17, at 8:15 p.m., he will present a reading of his poems. The following evening also at 8:15 he will present the annual John E. Candelet Memorial Phi Beta Kappa Lecture which is part of the induction ceremonies for seniors elected to Phi Beta Kappa. He will talk on Emerson and Stevens.

A reading of Eberhart's verse plays will be presented Friday at 4 p.m.

All three events will be held in Wean Lounge of Mather Student Center.

Currently Professor of English and Poet in Residence at Dartmouth, Eberhart has served as poet in residence at the University of Washington; the University of Connecticut; Wheaton College and Princeton.

His books of poems include, *A Bravery of Earth*, *Reading the Spirit*, *Undercliff*; *Poems*, 1946-1953 and *Great Praises*. His Selected Poems appeared in 1951 and *Collected Poems*, 1930-1960 in 1960. In 1962 his *Collected Verse Plays* were published.

Eberhart's prizes include the Harriet Monroe Memorial Prize, the Harriet Monroe Memorial Award (U of Chicago), The Shelley Memorial Prize and a grant from the National Institute of Arts and Letters. He was co-winner of the Bollingen Prize from Yale University Library in 1962. He was a founder and first President of the Poet's Theatre, Inc., Cambridge, Mass., in 1950.

During 1959-1961 he was Consultant in Poetry at the Library of Congress. He was appointed by President Eisenhower to the Advisory Committee on the Arts for the National Cultural Center in Washington in 1959. He is a member of the National Institute of Arts and Letters.

A graduate of Dartmouth College, B.A., in 1926, Eberhart received an Honorary Doctor of Letters from his alma mater in 1954. He went to Cambridge University, receiving his B.A. at St. John's College in 1929 and his M.A. in 1933.



Richard Eberhart

Senate Examines Problems Of Communication, Storage

APRIL 7 - Ways through which the Senate can better communicate, such as weekly meetings with top administration officials and TRIPOD articles expressing senate views were discussed by the Senate tonight.

President Michael P. Anderson reported that the problem of Senate communication with the faculty and administration, "other students, and other institutions is being examined. Vice President Richard Schiro and Anderson speak with President Jacobs every week, getting the administration's views on college problems he stated.

Monthly articles in the TRIPOD will present various Senate views to the student body on current topics and, according to Anderson, will "stress areas that we don't

think that the TRIPOD has stressed enough." Lastly, a meeting with student leaders from Amherst, Wesleyan, and Williams is planned.

Commenting on the recent statement in favor of local autonomy of the ad hoc Trustee committee appointed by President Jacobs, Anderson said, "I can say on behalf of the Senate, that we are most pleased with the decision of the board of Trustees on local autonomy."

Senator David Tower reported that the Committee on Student Affairs is working on the problems of summer storage, the Freshman Handbook, commuting students, and telephone and vending machines.

Paul Smith:
Liberal Education
Is It?

Text of this evening's speech on pages 4 and 5

Trinity Tripod

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Published twice weekly during the academic year except vacations. Student subscriptions included in activities fee; others \$6.50 per year. Second Class postage paid at Hartford, Connecticut, under the act of March 3, 1879.

Polhem—Engineering Pioneer In Land of Limited Resources

"Christopher Polhem — The Father of Swedish Technology," translated from the Swedish "Christopher Polhem, Minneskrift utgiven av Svenska Teknologforeningen" by Assistant Professor of Religion William A. Johnson, was published this week by the College Trustees under a grant from Karl W. Hallden, Sc.D.

The following is a review of the book by Hallden Professor of Engineering Edwin P. Nye.

This book attempts to illuminate the life of an incredibly versatile Swedish engineer whose active career spanned more than a half-century (1690 - 1751) at the beginning of the Industrial Revolution. Christopher Polhem was the prime mover of the Industrial Revolution in his native land. As such, he was an engineering pioneer in a land of limited resources, populated by a rugged, tradition-loving people. It is not surprising that Polhem's lot as prophet and pioneer was often to be lonely and to be frustrated by obstacles deliberately put in his path by those who did not and could not comprehend some of his "radical" new ideas.

Many of Polhem's ideas and plans simply could not be brought to fruition during his lifetime because they outran the limited capabilities of the technology of his times. The Trollhattan canal project was a case in point. After over 30 years of planning and several false starts, it was finally begun in earnest in 1749. Five years later only parts of the project had been completed, although the estimated time had been set at three years.

Lack of money, lack of interest in continuing the work, but mostly a realization that the techniques of construction then employed were inadequate caused the project to be discontinued several years after Polhem's death. It was not until a half-century later that the project was completed, but it is worth noting that the final route, the number and type of locks was still almost exactly as Polhem had planned. Polhem was a man before his time.

The book itself consists of five chapters, each of which is essentially a separate article by a different author. Each author throws considerable light upon a certain facet of Polhem's life and work, but none is able to shed more than a few glimmers on Christopher Polhem, the man. This is not really surprising. Polhem was astride two worlds, the theoretical and the practical, and the whole man was not fully comprehended in either. It is interesting, indeed, to learn from Polhem's own words that the separation of theory and practice (shades of C. P. Snow) was very real, even in the early

eighteenth century. Polhem wrote; "the theoretical and the practical have been separated from one another so that no one today is bold enough to write a book dealing with both of them. . . . separately they are fully described, especially the theoretical, by the learned professors."

Christopher Polhem was a man who wanted to deal with practical problems, but to do so on the basis of theoretical considerations. He wrote extensively on almost every conceivable subject of the day, including religion, astronomy, and practical agriculture in addition to all phases of engineering and construction. He certainly deserves the title of "Father of Swedish Technology". His influence on the industrial development of his nation is truly incalculable. The contributions which he made which were most effective in his own lifetime were mostly in the field of mining engineering and in the construction of waterways and docks. Many of his ideas which dealt with mass production and efficient manufacturing methods appeared before times were right for their wide adoption and they seldom received a really fair trial. Some of these inventions were well described in his writings and models of them have been found and preserved. Others were only hinted at and so it is not possible to trace their subsequent development and adoption accurately.

Polhem lived in a period of Swedish history when frequent wars and times of severe economic difficulty often prevented the continuity of government support which was needed to permit the growth of new, basic industry. Polhem suffered many crushing disappointments when projects into which he had put years of planning and not inconsiderable amounts of his own money were abandoned while under construction, often, he said, without a single valid reason being given. It is a tribute to the boundless optimism which characterized this man that even after bitter failures he was ready to try again with new ideas and undaunted courage.

The world produces few men of Polhem's creative genius. It is, therefore, all the more unfortunate that Polhem's work has been so little known or appreciated outside his native land. This excellent translation should help greatly to make his monumental contributions to the early history of engineering more widely known in the Western world.

Campus Notes

Europe Flight

With the April 15th deadline closely approaching, students and faculty must act quickly to reserve space on the KLM Transoceanic Jet Flight from New York to Amsterdam-London on June 12 and returning August 22 from London-Amsterdam. As of April 1st, twenty-three spaces had been reserved. A minimum of twenty-five is required in order to obtain the special rate of \$339 round trip, a saving of \$215 over the regular fare. Anyone interested must see Student Center Director Leonard R. Tomat before April 15. A deposit of \$25 is required by the 15th and the entire payment is due by May 10th.

"Trojan War"

The Archeological Society of Hartford will sponsor a lecture by Professor Emily Vermeule Tuesday evening at 8:15 p. m. in Wean Lounge. Professor Vermeule will speak on the "Trojan War."

Frier Elected

NEW HAVEN, APRIL 7 - Bruce Frier, '64, was elected Vice-Chairman of the College and University Division of the Connecticut Young Republicans at their annual meeting at Yale today.

Library Hours

The Library will be open during the following hours over the Easter recess:

Thurs., April 11-8:30 a.m.-10 p.m.
Fri., April 12-8:30 a.m.-4:30 p.m.
Sat., April 13- CLOSED
Sun., April 14- CLOSED
Mon., April 15- Resume regular hours.

Watkinson Library Closed from Thursday, April 11 to Monday, April 15, 1963.

Colloquium

Professor Harvey McArthur of the Hartford Seminary will consider the problems of "Reconstructing the Historical Jesus" at the Religion Department Colloquium, at 4 p. m. in the Downes Memorial, tomorrow.

This is the fourth in a series of Colloquiums sponsored by the Religion Department to further stimulate serious discussion.

Ocean Speaker

Dr. Herbert F. Frolander, oceanographer and marine biologist, will discuss "Exploring the Open Ocean" Monday April 15 at 7:30 p.m. in Wean Lounge.

The speech, illustrated with color slides, is the sixth in the College Lecture Series.

Dr. Frolander, Associate Professor of Oceanography at Oregon State University, has recently been carrying out a weekly survey of zoo plankton populations in the open ocean and coastal estuaries of Oregon to determine coastal from oceanic species, biological cycles and relation of distribution to oceanic circulation.

He has taken part in a number of cruises in the North Pacific, and was Chief Scientist on a biological cruise for the Department of Oceanography, University of Washington.

Dr. Frolander was graduated from Rhode Island College of Education in 1946 and received his M.A. from Brown University in 1950 and a Ph. D. in biology from Brown in 1955. He has been at Oregon State since 1959.

Photo Exhibit

More than 100 new photos taken by members of the Connecticut News Photographers Association will be on exhibit in the Wean Lounge from April 3 through April 20.

The exhibit, the association's first, includes favorite photos from member news photographers from around Connecticut. The exhibit of black and white photos includes news pictures, sports, features, still life and abstracts.

Herman Marshall, president of the association and a photographer for the Hartford Courant said the exhibit will be on display at the end of April at Wesleyan University, scene of the New Photographer's 1963 Spring meeting.

IFC Considers Holding Fair To Raise Fine Arts Money

APRIL 8 - As part of the festivities of the Senior Ball Week End, the IFC tonight considered the possibility of a "fair" to raise money for the Fine Arts Center.

Thomas McKune from St. A's proposed the idea as an alternative to the plan to bring in a well known music group. He emphasized the possibility of the IFC not making money on the music group plan because the fees of the entertainers would be prohibitive.

Ken Fish of Theta Xi supported McKune's idea and said the feasibility of this plan makes it a serious consideration for the fraternities. He suggested that the fair would consist of booths built by each

fraternity. Mike Tousey stressed that "novelty should be the rule to make the fair a success."

Each member will seek the opinions of his respective house. In other business Steve Perrault, acting chairman, noted that elections will be next week for position on the council. "Each house should have its new delegate elected for this meeting," he said.

Fifteen kegs of beer will be ordered for the IFC Week End on April 20.

Mason plan will be held on April 25, May 2 and 9, three successive Thursdays. This is when freshmen can visit each fraternity house.

The IFC will participate in a Cancer Drive to be held Saturday April 27. Fraternity men will collect money in the downtown district of Hartford.

LaMar Tapped For New Post

MARCH 29 - Major John F. LaMar, Associate Air Science Professor, has been selected for the faculty at the Academic Instructors School of the Air University at Maxwell Air Force Base, Alabama and is expected to leave in the immediate future for his new assignment, announced Air Science Professor, Lt. Colonel Richard B. Olney today.

Major LaMar, who is completing his fourth year at Trinity, served as a visiting professor on the Academic Instructors School faculty last summer. He was cited by the Commandant of the University for his "outstanding work during the University's summer session".

Colonel Olney will take over Major LaMar's classes for the remainder of the term.

Captain John B. Grasser, Political Affairs Officer in the Azores, will be the Major's replacement. He is expected to arrive on the campus some time in August.

Letters To the Editor

Letter Misinterprets

To The Editor:

A letter in this column in the March 12 edition of The Trinity TRIPOD apparently refers to some statements I made the evening of William Lederer's lecture at Trinity. The letter, unfortunately, completely misinterpreted the point I was trying to make.

The writer quotes me to the effect that THE COURANT selects the news it prints on the basis of reader preference polls and, "like most U.S. news media, gives the reader what he wants, no more, no less."

That is not the case. My point was that newspapers such as The COURANT do print foreign news of significance but that responsible editors are concerned because readership studies indicate that this news is not generally read.

In this morning's (March 18) COURANT, for example, two background stories and a photo point up the significance and problems involved in President Kennedy's

talks with six Latin American presidents. These stories are in addition to that on Page 1, which has a four-column headline and occupies three-fourths of a column.

Yet I would venture a guess that many persons reading this letter did not read those stories. How many persons, for instance, do you think could even name the six Latin American countries involved in the talks?

Thus my point at Lederer's lecture was that sheer bulk of foreign news was not the sole criterion of how well a newspaper informed its readers on international affairs. It seems to me the factors of display, clear and intelligent writing, use of maps and illustrations, and timeliness of presentation offer challenges to today's editors - the most informative story does not inform unless it is read.

As for the rest of this letter of March 12, I disagree strongly with its unsupported claims that the

(Continued on Page 3)

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Academic Opprobrium

J. Cohen Was the Name

by LEON SHILTON

Last month "J. Cohen" was signed on a card of a reserve book which was missing for 36 hours and was found on a book return cart in the basement. There is no J. Cohen listed in the directory of students. The signature was a forgery.

Because of "J. Cohen" there were only five instead of six books for sixty students who needed to read assigned portions of the book for an hour test to be given the day before the book was found.

Head Librarian Donald B. Engley in an interview, April 2, told of this and other abuses resulting from the increased student demands on the library.

He stressed that "these incidences are a result of only a small, a very small part of the student body, but unless they can be made to see the necessity for the respect of the library, we may be forced to take stringent actions totally alien to ideals of the college."

These actions include the possibility of making the library a closed one, he stated. (A closed library is one in which a student does not have access to the shelves but first must look for the number of the book in the catalog. He then requests an attendant to secure the book for him.)

To remedy the problem of missing books, a partial answer might be a "charge plate identification card", Engley suggested. This would be an ID with an embossed number. The ID card would be used to check out the books by number.

"Certainly the student here shouldn't be thought of as just a number. There should be no need for such a thing," he commented. He added that if a significant increase occurs in missing books, this system may have to be used.

"I realize the human frailty on both sides of the check-out counter. Sometimes it's true that the attendant is not as careful in checking out a book as he should be, but the borrower has his responsibility too," Engley remarked.

Sane Backers Walk for Peace

APRIL 9 - SANE (Committee for Sane Nuclear Policy) and its constituents will walk for peace in Hartford on Saturday, April 13, from 10:00 a.m. to 2:30 p.m. along a nine mile route beginning at the southwest corner, Lord & Taylor's parking lot, Bishop's Corner.

The peace walkers believe that such a demonstration as this will help awaken our fellow citizens to the dangers threatening us all. One of these dangers, says SANE, is an atomic war, which "would mean the end of our civilization".

Assistant Professor of Philosophy and member of SANE, Dr. Myron Anderson, hoped that the demonstration would influence the public to support peace legislation and those individuals running for office "who will give to the problems of peace their first priority".

"The psychological atmosphere is very bad between the United States and the Soviet Union," said Anderson.

He suggested accepting the test ban agreement laid down by the Russians and argued that this action would not affect the strength of the United States.

He added that perhaps the Cuban situation could be improved "if our belligerent attitudes are changed".

We are displaying toward Cuba "emotions of a rather childish sort", concluded Anderson.

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He enumerated the various reasons why he couldn't accurately estimate the seriousness of the problem. In monetary terms he stated the cost for replacement of the current periodicals which are abused runs into several hundred dollars a year.

In determining the number of missing books, the library is not sure whether the books have been illegally taken, whether they have been misplaced on the shelf, whether they are in the process of being returned, or whether missing books are a result of a clerical error, he said. "For these reasons we wait a year before ordering a replacement or decide to drop it from the catalog," he said. "The library will have a better estimate of the losses in July and August," he added.

Engley stressed the desire that the library should not have to take on such police actions. Such procedures are "the last things we want to do," he said.

But he reminds the student body, "The library can be adapted to the closed system. It was designed for such a necessity. There may come a time when the faculty might suggest such an action."

"It is not that serious yet and we hope with the growth of independent study that the student will regard the library with proper respect," he added.

Promotions . . .

(Continued from Page 1)

pital in Danville, Illinois. His major field of teaching has been experimental psychology, learning and motivation and physiological psychology. He is a member of the Psi Chi Honorary Psychological Fraternity and a member of the Connecticut Valley, New England and American Psychological Associations.

He is organist and choirmaster at Grace Episcopal Church, Hartford.

Sreenivasachar . .

(Continued from Page 1)

freedom at the very time when the western nations were beginning to reap the benefits of the industrial revolution.

"India's political revolution," he noted, "occurred before any much-needed economic revolution could take place," whereas the process was reversed in the now highly developed western capitalist nations.

He said that just as India has chosen to reject the alternatives to totalitarianism and excessive government control in bettering its economic standing, so must the West aid and support India's efforts to preserve democracy.



RUSH LoSELLE SCRAPES

away at the window of Phi Kappa Psi's house, 74 Vernon St. Refurbishing of the house, costing about \$10,000, is expected to be finished after Easter. The fraternity will use the house for dining and recreational purposes. Much rebuilding had to be done to conform with fire code regulations.

Letters

(continued from Page 2)

American press colors foreign news and that it attempts to build up the reader's ego by extolling the United States' political and economic system. To the contrary, newspapers such as The COURANT right now are protesting vehemently a Washington attempt to "manage the news", to offer just one of the many examples that disprove these sweeping charges.

The COURANT and other newspapers certainly will continue to print the news of significance - regardless of readership - studies or American egos. It would seem that any thoughtful newspaper reader would recognize that fact.

Robert Eddy
Assistant to the Publisher
Hartford COURANT

More Fences?

To The Editor:

I was somewhat upset last year to observe the painstaking care with which a fence was constructed around the site of the Math-Physics building. At that time it seemed wasteful to expend such effort on a temporary structure of little apparent utility.

Now that I have been allowed to view the growth within, however, I can well appreciate our need for such a shield, and hope it is of permanent value.

Steven Fein '64

★ Sing Along
★ With Uncle Sam



"Experience has shown us that most young musicians are not aware of the many opportunities in the Army's music program."

This quotation from an Army publication entitled the "U.S. Army Bandsman Fact Sheet" prompted us to read further. Among a long list of "Did You Know's," we found this fact: "Did you know that you could be doing a favor for your musician friends by passing this Fact Sheet along to them?" Since we weren't aware of this before, and since a quick straw vote around the office corroborated the truth of the first statement, we thought we'd pass a few more facts along to our readers.

—Ed.

"DID YOU KNOW that a qualified band musician may enlist for the specific Army band of his choice? To meet the musician requirements, the applicant must be auditioned by the bandmaster of the band concerned and found to be acceptable for assignment to his band. Upon completion of required training, the enlistee will be initially assigned to the band for which he enlisted. You are invited to contact the bandmaster of any Army band for further details, or see your nearest Army recruiter.

"DID YOU KNOW that qualified bandsman enlistee may elect to enlist as a "bandsman, unassigned" to be assigned according to the needs of the Army upon completion of his training? DID YOU KNOW that there are dozens of Army bands in the continental

United States, Alaska, Hawaii, Puerto Rico, Panama, Europe, and the Far East? Applicants for enlistment for "bandsman, unassigned" may be auditioned and found acceptable by any active Army bandmaster.

"DID YOU KNOW that enlistment as a bandsman insures bandsman training? Enlistees receive 20 weeks of intensive training, 40 hours per week, in Private Tutoring, Small Group Instrumental Instruction, Fundamentals of Music, Theory and Harmony, Rhythm and Meter Perception, Ear Training, Sight Singing, Section Rehearsal, Band Rehearsal, and Band Drill and Ceremonies.

"DID YOU KNOW that completion of the Army Bandsman Course may lead to the Army Bandmaster Course and appointment as a Warrant Officer bandmaster? The Army band field offers an unusually fine opportunity for career musicians to "retire" in the prime of life, with a good income for life, plus many years ahead to build another career - or just "take it easy."

"DID YOU KNOW that many Army bandsmen augment their incomes by voluntarily playing for various social events on Army posts during their off-duty time?

"DID YOU KNOW that Army bands provide music to build and maintain troop morale and esprit de corps, which are vital in maintaining a victorious Army? Your Army's mission is victory over our enemies. You can help your Army Bands by giving this Fact Sheet to one of your musician friends!"

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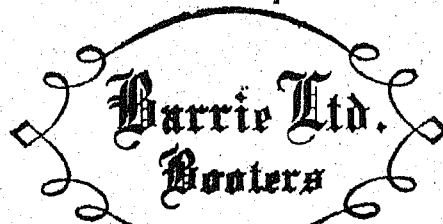
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Trinity Tripod

EDITORIAL SECTION

TUESDAY, APRIL 9, 1963

Shoulder To Shoulder

It is with a good deal of pride, a sigh of relief, and a note of caution that we receive the statement of the Trustees, advocating local autonomy of selection for Trinity fraternities.

Our pride is in that the Trustees issued a strong statement in behalf of local autonomy; that they require that no influences other than those within the undergraduate membership shall affect a local chapter's choices for membership; that they recognize discriminatory clauses to be contrary to the college charter, and that they intend to support those fraternities which are faced with the problem of challenging a national fraternity's discriminatory policy.

We are relieved because we no longer have to print another one of those editorials "urging the Trustees to take positive action, etc.," or wait impatiently in the smoke-filled room to hear of reports from the Trustees. The decision we waited for has been made, and for the moment we are relieved. For the moment. Now we should be cautious.

The burden has been shifted now to another shoulder: this time the individual chapters must bear the weight of this new policy.

Liberal Education And The New Curriculum

What relation does the incipient New Curriculum have to the basic principles of a small college liberal arts education? Does the New Curriculum show weaknesses inherent in a disappearing methodology, or does it present possible cures which will arrest the present decay in liberal arts education?

The New Curriculum is in part a reaction against the increasingly ponderous number of courses which in recent years have been offered. It is also an attempt to direct the student at an earlier point in his college career into a more concentrated field of study. The unity towards which the renovated curriculum is moving is a unity within a specific field; it does not have as a basic aim the unifying of diverse academic disciplines.

Paul Smith, presenting his radical theory of changes necessary for small liberal arts colleges such as Trinity, stressed the need of such unifying in diverse academic fields.

With this in mind, it appears that the New Curriculum stresses a thorough education in a limited sphere rather than a liberal education in the sense of being broadly inclusive and allowing the student generous latitude in his choice of subjects of divergent natures. The basic justification for this is that in a modern society where the "all-around" man is disappearing or is hopelessly out of place, specialization is practically synonymous with success. (We are not saying that diversity is a dead concept in the New Curriculum machinery, only perhaps a dying one.) But since Trinity will have to compete with larger and more fully equipped schools, there is a

The trustees have, in effect, offered an option to each chapter: no fraternity is required to disobey the dictates of the national fraternity or the alumni. Neither is anyone required to refrain from discriminatory practices within the local chapter.

Thus the moral questions implicit in this problem are thrust directly on the shoulders of the undergraduate members of each local chapter. We hope that each member of each chapter will not choose blanket discrimination as a criterion for "brotherhood", we hope that each member of each chapter will have the courage to uphold his beliefs against the contradictory and perhaps impressive forces which his brothers and national fraternity may present. The actions of several fraternities in recent years lead us to believe that we have not much to fear in this respect.

We reaffirm that the only criterion for brotherhood, membership, or participation in any social or academic activity is the individual worth of a person. We hope that this belief, supported with dignity by courage, may someday become one of the catholic faiths which all men — and that includes all of our "liberally educated" Trinity men — may uphold and fight for.

great danger that the education eventually offered will be only second rate, attracting only second rate students.

But are there none left who would benefit from some sort of liberal education designed specifically for the small institution unable to compete with the university in the highly centralized, technical fields? Paul Smith suggested tonight one system but in doing so called it a utopia which in all likelihood would not be realized (perhaps a severe criticism of an educational system which lacks the ability to take the radical measures necessary to prevent its eventual demise).

The New Curriculum itself appears to be moving away from the past criteria by accepting modern standards of specialization; thus in the future it would be specious to call Trinity a liberal arts school. This year's college handbook emphasized the purpose of the Trinity education designed to give the student the "opportunity to discover and to prepare broadly for a special field of endeavor." Yet the New Curriculum goes far beyond this concept in aiming toward more and more specialized programs to the inevitable detriment of the generalized programs.

If Trinity will not be able in the future to compete with the universities and if the present liberal arts methodology, stereotyped in numerous colleges, proves wholly inadequate, then changes, whether radical or not, must be made. Several of Paul Smith's points deserve serious consideration despite the fact that they stem from a utopian viewpoint; certainly this viewpoint does not invalidate them.

Towards A Utopian Remedy For . . .

by PAUL SMITH

The following are major excerpts from a new educational theory presented this evening by Paul Smith, Assistant Professor of English, in the third in a series of lectures sponsored by the college Senate. Mr. Smith emphasized during the talk that he was not appearing "as a spokesman for the administration of this college or for some part of its faculty."

I think I should give you some idea of what you are "in for" this evening, as the idiom has it. You are "in for" a talk about education in a liberal arts college, and in particular some ideas about a "new college curriculum." Perhaps what I should say is that I am going to talk about a curriculum in a new college rather than a new curriculum in a college. All of which is to indicate that I am making no proposals for this or any other institution known as a liberal arts college. I am talking about a college that—if it ever existed—would surely be considered "new." My subject, then, is utopian; it has no direct relevance to anything other than my own essentially quixotic idea.

The second preliminary point I have to make is that what I am going to say is, I think, wholly

structures, or shifting the academic calendar, or even carefully modulating and controlling our evolution to match and never to exceed the changes taking place in other liberal arts colleges. However valid or necessary these innovations may be—and some of them are desperately needed—they all strike me as inadequate responses to our problem; they are the fondly remembered home remedies we are rather desperately turning to to cure a wholly new pathological condition. What we need is not a cure but a mutation of the species.

I can only guess at the origin of this situation. I would guess that one of the primary causes of the precarious situation in the liberal arts colleges is the sort of bargain-basement scrabbling for the cheap article that is going on in our institutions of higher education, which is probably a symptom of the fiercely competitive nature of American education itself. It begins in the secondary levels with the better high-schools teaching college material (if any material or subject can be conceived of as belonging *de jure* at any one level).

For some students in the more advanced high schools, the first years of college must be like experiencing a biennial *deja vu*. The word biennial is applied here to the first two years of college in its specific horticultural sense: grow-

The Decay of Li

radical in its concern with the methodology of education, but is essentially conservative in that it is based on a familiar but often forgotten notion of the humanities and the liberal arts. Because of its radical methodology, let me admit beforehand the charge that it is not a practical scheme. And because of its rather conservative basic assumption, let me admit now that much of what you hear tonight will sound like those ancient commonplaces of education that grace our college catalogues. The difference, if any, is that I mean what I'm saying.

I must now say something about myself. Since the possibility exists that someone hearing me or of what I say could assume that I was appearing as a spokesman for the administration of this college or for some part of the faculty; let me say now that I am not. This college upholds the principle of academic freedom; and in my gratitude for that freedom I wish to absolve anyone else in this college from responsibility for what I say.

And finally, as a consequence of both the impracticality of my thinking about a new college curriculum and of the impossibility of convincing anyone of its viability, I find myself in the very happy position of being invulnerable to the criticisms of experts in the field I am about to explore. I am not an expert; I don't think I have ever deliberately read a book on the philosophy of education, I have no statistics; I have only general impressions.

With this much introduction let me elaborate my initial point. I am convinced that, with only a few exceptions, the liberal arts colleges in this country may be most realistically described with the economists' phrase,--disaster areas. Now academically moribund, the liberal arts colleges, I suspect, will be defunct in another twenty-five years unless radical changes are made. By radical changes I do not mean building new buildings, instituting new scholarship programs, raising faculty salaries (or sending teachers off to fresh grants and research new); nor do I mean revamping administrative

ing vegetatively during the first year and fruiting and dying during the second. Our best solution for this problem--the Advanced Placement Program--has become such a permanent feature in education that many have lost sight of its original stopgap purpose. The competitive nature of our educational system dictates a system of evaluative criteria in which each level of education is deemed good or bad in proportion to the number of its graduates it can successfully pass on into the next highest level; that secondary school is best which sends the highest percentage of its graduates on to colleges and universities; that college or university is best which sends the highest percentage of its graduates on to graduate school.

The law that seems to be operative here is the academic analogue of Thorstein Veblen's theory of economic emulation (I'll quote Veblen, substituting appropriate educational terms for the social classes he was describing):

"... our standard of [education] . . . is set by the usage of those next above us in reputation; until, in this way, . . . all canons of reputability and . . . all standards of [education] are traced back by insensible gradations to the usages and habits of thought of the highest (educational) class — [the graduate school]."

The effect of this law is apparent in our liberal arts colleges: except in those colleges which are both prestigious and somewhat eccentric (I am thinking of Reed and St. John's), the liberal arts colleges--if they are moving at all--are becoming preparatory schools for graduate work (as I believe Carleton is) or, if they have both imagination and the money to afford it, they are in the process of becoming universities themselves (as I believe is the case at Wesleyan). In either instance they are no longer liberal arts colleges. If you need further evidence of this law at work, ask any college professor what he conceives to be the product of his effort in education. I'll wager that if you get an answer to this probably unfair question, he'll either go squidding off behind an inky cloud of commonplaces about "well-rounded" men,

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will say that his courses are designed for and addressed to those students who are that long reed march to a graduate school. But you can hardly blame a professor for these answers or these major programs. Where was he trained? In a graduate school, of course. And he was trained as a scholar not as a teacher; in fact, he was indoctrinated with a black contempt for anything that resembled the sort of thing done at teachers' colleges. The terrifying consequence of this is, I suspect, that the quality of that quite extensive teaching in a liberal arts college is far below that given free to many first-grade students in our nation. If there are -- as I'm sure there are--college teachers as competent as those in our elementary schools, they were either born that way or have had to teach themselves to teach--and in the process have had to jeopardize their professional scholarly careers.

Somewhere near the center of this discussion stands the noble, perhaps mythical, figure of the scholar-teacher, the ambidexter of the educational drama, who represents a controlling ideal in our educational philosophy, if that's what it is. This figure was born, no doubt, at the conjunction of two stars of equal magnitude: he is a scholar by virtue of the demands of graduate training, and a teacher by virtue of the demands of the only occupation he is fitted for. He represents an ideal which I do not

more and more on intricate and expensive equipment and more and more specialists to turn the equipment on and off, the colleges will not be able to meet the implicit financial challenge. A similar challenge of specialization and even mechanization is imminent in the humanities. The academic challenge will present itself first in the competition for qualified teachers. Even now most of the liberal arts colleges are finding it hard to attract the very best graduate students.

No, it will take a lot of money, a good deal of imaginative persuasion directed at the better students and teachers, and an almost protean academic elasticity and resilience for most of the liberal arts colleges to survive in the next twenty-five years. And these three requisites for survival are only rarely noticeable in the institutions that most desperately need them.

In spite of or, perhaps, because of the powerful movement, the dedication, and the imaginative engagement with reality on the periphery of the liberal arts colleges, when you move into the center, you come to the dead eye of the storm, the curricular structure of a liberal arts education, which, I think it is safe to say, has not significantly changed since the 1920's. No one is questioning the fact that there are exceptions or that certain courses, major programs, and whole curricula have been modified somewhat. But this kind of tinkering, this tape-and-baling-wire

students for graduate work, then does it not follow that those colleges should seek to perform some other function. At the risk of seeming to recommend the academic counterpart of unilateral disarmament, I would ask a second question: If specialization is out, is it not possible that generalization is in? Assume that it is for the moment.

Now generalization is rather old-hat educational philosophy, but what I have in mind is a rather special variety of generalization; and it is here that I would hope to reaffirm the traditional nature and philosophy of the liberal arts, albeit in rather radical and new academic terms. The liberal arts, or what is now called a general education traditionally divides all knowledge into three areas: the humanities, the social sciences, and the natural sciences.

Even if we rest on the assumption that these three general areas examine discrete phenomena, we would have to admit sooner or later that their methodologies and certain of their theoretical assumptions are similar. In the natural sciences this is too obvious to dwell on any longer than it takes to mention that science majors today study physics and mathematics or chemistry and biology more or less as one subject. A similar unification of disciplines is occurring in the social sciences; the humanities, always fashionably late at such affairs, will arrive sometime at this convocation of disciplines.

Liberal Arts Education

challenge; I would simply say he is not the only ideal.

His real worth is only slightly more, if that, than the worth of what I will call, the teacher of scholarship. Aside from the minimal prestige of authorship, the teacher who reads the scholarly works can put them to as much use as the teacher who wrote them--and perhaps more.

Happily, I am relieved of the duty of indicating who's to blame for all this: a former dean of a graduate school and chairman of a department, Howard Mumford Jones of Harvard, did it some seventeen years ago:

"Departments are, by and large, one of the two greatest evils in our academic education, the present conduct of the graduate schools being the other. Unless and until we abandon the double-entry book-keeping by which in departments we now appoint, promote, pay, and subdue our teachers, it really makes no great difference whether we adopt [any new academic program or not], because, in the classic phrase of Al Smith, slice it any way you will, it will still be baloney. We cannot make real education advance, so far as general training is concerned, without overhauling the departmental system."

I would go further than Professor Jones and instead of overhauling departments or graduate schools, haul them out; or at least break up that happy ring-around-the-rosy that administrators, teachers, and students are forced to join in the liberal arts colleges.

To be sure some of the liberal arts colleges can and will go on this way. If we commit our colleges to a program of preparation for graduate school, we had better be certain that we can do it as well as any other institution. The present situation and that in the near future seems to me to argue that we will not be able to compete in this particular race.

I imagine that this is the case already in the natural sciences. I imagine, too, that it will soon be the case in the social sciences and the humanities. As the sciences become more specialized, and depend

repair is not the kind of radical revision that is needed.

In a larger sense, this dead center I am describing is a cultural one and is not confined to the academic world. What we lack is some central, informing vision of what we want to do. We lack this in our society and our liberal arts colleges do little to make up for it. If, as Robert M. Hutchins has said, "Education is the deliberate attempt to form men in terms of an ideal...the attempt of a society to produce the type of man that it wants..." then it is apparent that "education without a coherent statement of the aims and possibilities of education, is impossible." What we have now in far too many instances is what Hutchins goes on to describe as "custodial systems," which are

of course . . . possible without a philosophy of education or any other kind of philosophy. A custodial system may be regarded as the efflorescence of a society's despair that it can make no rational and coherent statement about the type of man that it wants to produce. It therefore decides to leave the matter to chance, providing harmless accommodation and occupation for the young until they reach maturity."

This despair is reflected in our liberal arts colleges. For the confused, contradictory, and essentially hollow aims of the liberal arts colleges, whether they are stated in catalogues or implied in curricula, indicate that we not only are unable to articulate what we want to do but that we are incredibly and perhaps fatally unaware of the fact that the time is long past for such articulation.

To help break the almost complete silence on this question, I would like to suggest one of the possible avenues of rational inquiry a liberal arts college could explore.

Begin with this question: Should not every educational institution, like every human being, set itself the task which it is uniquely or even most qualified to perform? Assume that that is so. If in the next decade it becomes apparent that a large number of liberal arts colleges will find it difficult, if not impossible, to compete with larger colleges and universities in the preparation of

This sort of interdisciplinary thinking is already a familiar part of our scholarly environment. Already scholars are subjecting theological treatises to rhetorical analyses. A provocative book has been written on the ways in which the 19th-century American historians conceived of the characters and events of their national past in the tried and true formulas of the romantic fiction of Sir Walter Scott. Northrop Frye has suggested, in his delightfully offhand way, that the "sociological" ideas of Rousseau might well have been informed by--you'd never guess--the archetype legend of Sleeping Beauty.

What I'm saying is that man sees what he wants to see and that what he sees in anyone of the arts or the social sciences or the natural sciences often illuminates what he sees in the others. And therefore to study all three in close conjunction seems to me to make a good deal of sense. The idea of interdepartmentalism, which is certainly not new in essence, derives from and returns to the assumption of the wholeness and unity of human knowledge. It does not deny the validity of knowledge for its own sake, it simply affirms a further validity that derives from the consort of harmonious kinds of knowledge. Therefore I am emboldened to suggest that this idea may offer a way out of the dilemma facing the liberal arts colleges--it may offer them a viable and consistent philosophy of education.

What would have to be done to establish a college curriculum based on these assumptions. Such a one might be built on existing academic structures--perhaps one like St. John's--but from what I've seen and hear of most liberal arts colleges, the first step towards instituting such a curriculum would be the total demolition of the existing college system.

Once the ground has been cleared, one could begin to build a new liberal arts college, taking particular care to construct the curriculum first and then to find the faculty to teach and the students to be taught. To start with a faculty or a student body obviously would be to return to the old system we had just so gleefully demolished. So we would start with the curriculum keeping in mind the two

(Continued on Page 6)

Hoggies' Grinders
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1100 Broad Street



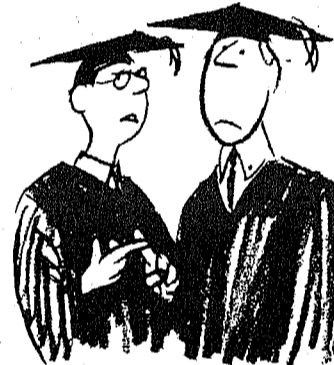
1. According to the Department of Labor, you're worth over \$350,000 as soon as you get your sheepskin. That's theoretical, of course.

I didn't even know the Department was thinking about me.



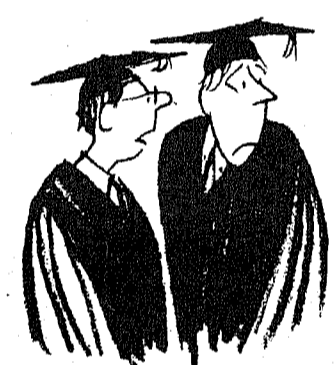
2. The way they figure it, that \$350,000 is how much the average college graduate will earn by the time he retires.

I'll take it right now in a lump sum. Would I live! Penthouse. Yacht. Flomberg. The works.



3. As an Eco major, I feel obliged to tell you what would happen to that bundle. First, Uncle Sam would help himself to about 290 Gs. With the going rate for penthouses, your life's earnings would disappear in one year.

You've ruined my day.



4. Since you'd be only 22, you couldn't qualify for Social Security. You'd have to go back to your dad for an allowance.

I never could handle money.



5. Fortunately, there's a way out for you.

Tell me--tell me.

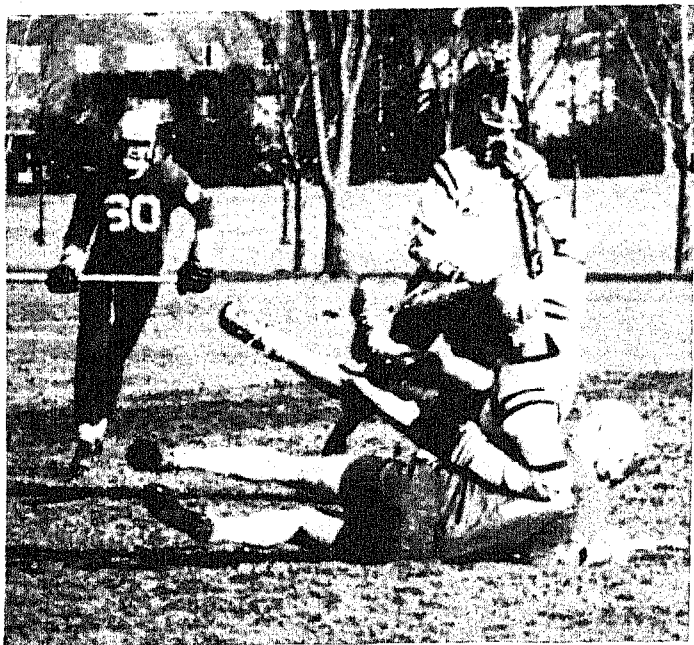
Well, you won't be getting all that money in one year. You'll be getting some of it each year, at a much lower tax rate. What you should do is put aside a certain amount of it.



6. Put some money into cash-value insurance, the kind they call Living Insurance at Equitable. It gives your wife and kids solid protection and it saves for you automatically--builds a cash fund you can use for retirement or any other purpose.

You Eco guys have all the answers.

The Equitable Life Assurance Society of the United States ©1963
Home Office: 1285 Avenue of the Americas, New York 19, New York
For information about Living Insurance, see The Man from Equitable in your community. For information about career opportunities at Equitable, see your Placement Officer, or write William E. Blevins, Employment Manager.



THIS IS LACROSSE: Action gets rugged during the recent game against Middlebury as an unidentified Bantam stickman (in white) manages to land elbow-first on an even more unidentified Vermont adversary, and manages to retain possession of the ball in the process. Despite such feats, Middlebury managed to garner a hard-fought 6-5 win to spoil the locals' debut. (Photo by Bloomstein. Page 8 Photos by Fidell and Bloomstein.)

Middies Prevail, 6-5

Lacrossers Drop Opener

APRIL 5 - Despite three goals by Trinity sophomore Joe Barnard, the Middlebury lacrosse team hung on to a one goal lead to spoil the Bantams' season opener, 6-5.

Most of the action was packed into the last period. In the third period, Trinity had rallied from a 3-2 half-time deficit to pull into a 3-3 tie on an unassisted goal by Henry Hopkins.

During this period, Trinity had dominated play, taking 13 shots to only five for the opposition. However, with the beginning of the decisive fourth period two quick Middlebury goals changed the complexion of the game.

JOHN METTEE scored with only 46 seconds gone in the last period, and then Joe Hanson netted another Middlebury goal only 42 seconds later. Trinity fought back hard, and when Barnard scored his third goal, on an assist from Hopkins, at 9:03, the Bantams trailed by only one.

Play continued evenly until Middlebury's Bob Nichols netted

what proved to be the winning goal at 12:10. Once again Trinity refused to die, but Jon Barker's goal in the waning minutes was not enough to bring the home forces victory.

Overall, Trinity outshot Middlebury 38-29, but the Bantams were unable to work their plays sufficiently well so that they could get off good shots. Also, the Middle's goalie turned in an outstanding job in the nets, as he turned aside many tough shots and then ran and passed the ball out of danger.

WHEN TRINITY had the ball, Barnard and Hopkins appeared to be the only consistent scoring threats. Barnard played a fine all-around game, but Hopkins, the

feeder, was the key to the offense. He made many excellent feeds and took several good shots himself, only to be repulsed by the often brilliant saves of the Middlebury goalie.

As the game progressed, Hopkins found himself double-teamed. This cut down his scoring potential but left a man free in front of the net. Unfortunately for Trinity, when Hopkins was able to get the ball to the free man, he was unable to score.

Trinity's defense performed creditably on the whole. Captain Bill Fox turned in an excellent job of clearing the ball, while goalie Will Files turned in some fancy footwork as he left Middies flying in all directions as he cleared the ball.

Education . . .

Continued From Center Section

principles of generalization and interrelations.

The curriculum structure that follows is only one possibility, and I propose it only as a tentative and preliminary exploration of the many possibilities open to us. I suggest four major steps:

First: Organize the academic and curricular structure about the three traditional areas of the humanities, the social sciences, and the natural sciences. Call these departments if you're fond of the word, Organize an independent department and field of electives in the performing and creative arts.

Second: Organize the departmental or area studies into five kinds of courses, the first two of which we already have in our present curricula.

1. Subject Courses: The conventional course now offered but radically revised and, more important, radically justified. We should accept only those courses which can withstand critical scrutiny and can be supported by an intelligent philosophy of education and disciplinary theory. (E. g., Renaissance History, Existentialism, Chemistry, Tragedy, etc.)

2. Theory Course: A course in the philosophy and methodology of a discipline. (E.g., Philosophy of Religion, -- of Art, -- of Science, -- of History, etc.)

(To avoid the unwieldy word interdepartmental I'll call the third--)

3. Inter-Subject Course: A course composed of those parts of two or even three disciplines which have analogous or related subjects. (E.g., British Empiricism and Realistic Prose, 17th and 18th-Century Physics and Deism, etc.)

4. Inter-Theory Course: A course composed of those parts of two or more disciplines which have analogous or related theoretical bases. (E.g., Advanced Linguistics and Symbolic Logic, etc.)

5. General Theory Course: There should be at least two courses in each of the three general areas serving as an introduction and a final summary of the theoretical bases, the specific problems, the expectations, and the critical analysis of the humanities, the social sciences, and the natural sciences. These courses I would expect to find under the direction of

the philosophers and mathematicians.

Third: To insure the kind of generalization this new college is committed to, one would require a distribution of courses among the three areas, and in order to focus their interrelationships, a concentration in one.

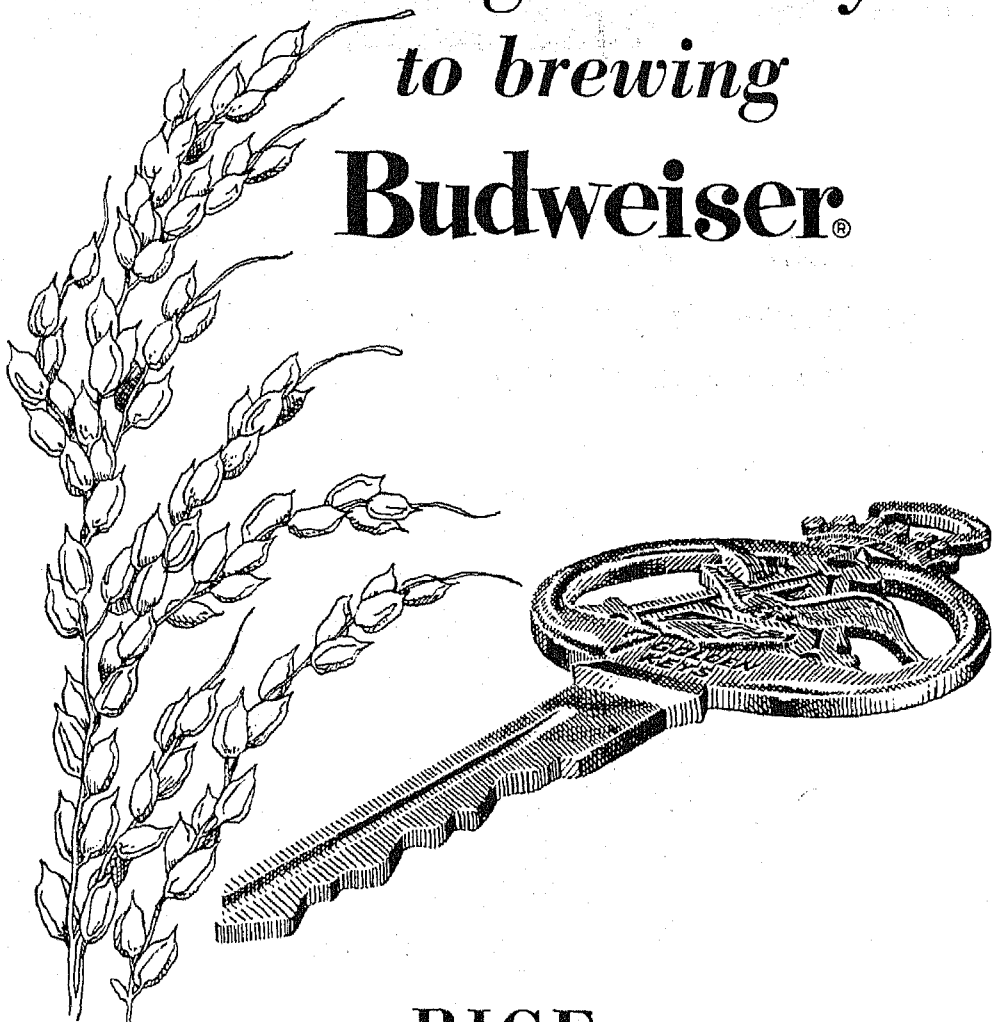
Fourth: We'll probably never see the day Plato looked for when the philosophers become kings or kings philosophers, but I see no reason why the philosophers should not perform a regal role in a liberal arts college. That they don't perform it now is probably a result of the intense specialization they are required to do, if not because of their timidity or humility.

All this I am sure will be written off by many of you as the wholly impractical scheme of a pedagogical malcontent with more spleen than sense. I don't pretend to be a Plato, but I hope I may be allowed to bring to my support Immanuel Kant's defense of the Platonic Republic. Utopian schemes, Kant said, are always thought of

"as something that could exist only in the brain of an idle thinker. . . We should do better, however, to follow up (the idealist's) thought and endeavor to place it in a clearer light by our own efforts, rather than to throw it aside as useless under the miserable and very dangerous pretext of its impracticability . . . For nothing can be more mischievous and more unworthy of a philosopher than the vulgar appeal to what is called adverse experience, which possibly might never have existed if at the proper time institutions had been formed according to those (Utopian) ideas, and not according to crude conceptions which, because they were derived from experience only, have marred all good intentions."

The relevance of this thought to our situation today is that for most of the liberal arts colleges, their only salvation lies in what the conventional and conservative mind sniffs at as impractical. If there is only one way out of our dilemma, practical or impractical, we must take it.

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Wat's What

by Keith Watson

The moment of truth has been reached for sports columnists in general and yours truly, in particular, concerning spring athletics. You see, it's too early to summarize, and too late to predict.

Thus, some other theme must be found to tie a review of all the sports together. Several days ago, namely Friday, we thought we had found just the theme: success. As Coach Jessee has said many times, he seeks to build character and nothing accomplishes this like winning. Several weeks ago, the 'ole Professor' took the baseballers south on the Athletic Department's answer to the Grapefruit League. The first game against a strong Delaware club could have been won if the boys had been in mid-season form; in the Navy game, however, the local nine was facing a team that had lost but two out of 21 last year and only four games in their last 45. Unfortunately, one of those four losses had been suffered the day before Trinity innocently took the field and the spirit of revenge would have made any war-mongering Admiral proud.

The team found the Nation's Capital more hospitable as the two opponents proved most generous hosts, particularly in the run department. But because the NBA-like schedule had meant four contests in as many days, the boys were too tired to savor the fruits of victory (or of Washington), and happily dragged their bats and other accessories back to Hartford. Four days later came the successful home debut over M.I.T. and the Sports Department began to think of the accolades we would offer in our weekly column.

Meanwhile back in the All-American city...this reporter must admit that he missed one of the thrilling athletic events of the year: the Track squad's Field House victory over unbeatable (according to Wesleyan) Wesleyan. (Ed, note: Several days before vacation, Columnist Watson was granted expenses to "go down and get a preview of Yale baseball team". It was later found that Watson had covered Yale's game ... at University of Miami. The Senate has been notified.) As we were saying before that crass interruption (they're just mad 'cause we prefer to fly first class), the win by the cindermen over the Cardinals proved that money isn't everything. Led by Bob Schilpp's upset win in the hurdles, the Bantams tied the score and then won going away as the relay teams took the final two events in record-breaking times. Perhaps next year the Middletowners will realize that they can't win even with their unreasonable conditions and will schedule the meet outdoors where it belongs.

While this reporter was scouting Yale (and shaking the sand out of his scorebook), more action was happening along the Schuykill (rhymes with Szumczyk) River of all places. There, despite the fact that coxswain, Admiral Todd, strayed a trifle bit off course, Trinity won; and notwithstanding momentary indecision concerning the question 'to protest or not to protest', everybody lived happily ever after. In fact, the Philadelphia Inquirer captured the above-mentioned collision for posterity with a life-sized photo that appeared in the next day's issue... pretty good for an "informal" bunch of Main Line boatmen, Mr. Athletic Director?

Thus, readers who have gotten this far, things looked bright for Spring Sports after a mediocre winter varsity season (recently reviewed so well by staffman Tom Jones). Then came the week-end. It began on a brisk (understatement) Friday afternoon with a Lacrosse game against Middlebury. This reporter knows little about this game, but as a cursory summary one's first impression is that it is incongruous being played in the shadow of the Chapel. The Bantams showed a good offensive punch with Trinity's Henry Hopkins clearly the best player on the field, but several defensive lapses brought a one-point defeat. The Lacrossers will have winning days, but the opening game could have built more character with a few more breaks.

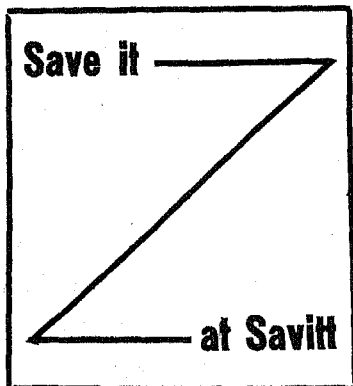
The next day, the baseball game against Coast Guard went so far as to corrupt character, as Captain Feshler's gesture of defiance in the ninth inning was ample illustration. Feshler's action must have reflected Jessee's thoughts, the mentor's usually-classy nine nearly attaining double figures in errors. Fortunately, as the good turn-out of fans will verify, the baseballers are better than they looked in the Sunday papers and will have a better day...preferably tomorrow when they travel to play a well-tanned Yale team. Both teams were defeated by similar margins by Delaware and Trinity stands an even chance of making it six victories in seven tries over the always-tough Bulldogs.

However, all storm clouds have their silver linings: the Freshmen nine, who have a striking resemblance to the Freshman five, won their opening contest. But then, Coach Shults has won so many times this year that he's vieing with the Chaplain for character-building honors.

At this point, Bill Lee and Arthur Daly would come to a unifying, pithy, and profound conclusion. However, as all of my avid readers must have discovered by now, this column has lost any sense of cohesion and humor (ed, note: and space).

ACR ELECTIONS

APRIL 6 - The Phi Psi Chapter of Alpha Chi Rho recently elected the following officers: President, Joseph R. Martire, '64; Vice President, Laurent Deschamps '64; Treasurer, William Niles '64; Recording Secretary, Robert Sachs '64; Pledgemaster, J. Paul Kadlic '64; Chaplain, Thomas Cone '64; Brother-at-Large, Fred Prillaman '65; Steward, George Giuliano '64; Corresponding Secretary, Eric Lodge '65; Social Chairman, John McIntire '64; and Sergeant-at-Arms, Robert Leonard '64.



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1 MINUTE FROM FIELD HOUSE

Six Unearned Runs, Eight Errors Influence 11-5 Loss To Coasties

by JACK O'NEIL

APRIL 6 - Six unearned runs and eight Trinity errors helped pave the way for the Bantams third loss of the season, as Coast Guard came from behind to belt the Hilltoppers 11-5 here today. Starting pitcher Chris McNeill, who suffered his second loss of the season, gave up seven runs and seven of the Cadets 10 hits before being chased from the mound after 6 1/3 innings.

The home forces jumped to a quick 1-0 lead in the second inning when Wes Feshler reached first on an error, went to second on a pick-off attempt, and then was singled home by centerfielder Bruce MacDougall, Coast Guard, which had been held to one hit up to the third inning, scored twice in the top of the third as they capitalized on two misplays by Feshler and one by backstop Tom Calabrese. The Bantams bounced back with a tying run in their half of the inning on a sacrifice fly by Feshler that scored Dave Raymond.

MCNEILL'S ERROR in the fifth,

a slow grounder that went for a single, and a passed ball put the Cadets in scoring position, but the Trin hurler settled down to retire the side. He then put the Coasties down in quick order in the sixth.

In the bottom of the fifth singles by Sam Winner and Raymond, and Feshler's sacrifice fly put the Bantams ahead 4-2. Two of the Cadet's four errors, and two Trin singles in the last of the sixth made it a 5-2 ball game, but this was the last of any Trinity threats as Cadet relief ace Bob Hanna came in for winning pitcher George Bochtell and held the losers to one hit in the last three frames.

The Cadets erupted in the seventh as Feshler's error, a walk, and a bunt loaded the bases with no outs. Four singles and four runs suddenly made it a new ball game and Trinity had a new pitcher as sophomore southpaw Ed Lazzerini took over. A sacrifice fly to left scored the fifth run of the inning, but the ninth Cadet to bat in the inning went down swinging to retire the side.

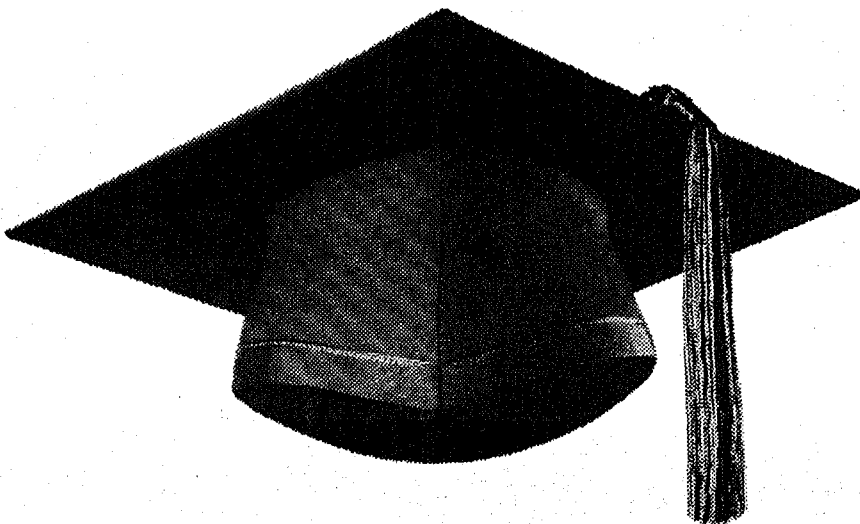
THE VISITORS added four more in the ninth, three runs and two hits coming off Lazzerini. Pete Landerman took over with two on and no outs, but his throwing error proved costly as one more run crossed the plate before he could settle down to retire the side.

Out of Trinity's nine hits, Raymond, Feshler and MacDougall provided two apiece, and Feshler and MacDougall each knocked in two runs. Tom Halloran, in turn, turned in a fine job at shortstop, flawlessly handling 12 chances.

With a 3-3 record, the Trinmen play Yale at New Haven on Wed., April 13, and face Columbia in New York the following Saturday.

RISING COSTS

Both Holyoke and Smith have been forced to raise their tuitions and fees according to their newspapers. Mount Holyoke's charges will rise to \$2,750 next fall; Smith's will increase \$300 to \$2,800. The explanations of rising costs and the desire to maintain quality were given.



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. . . From Various Points of View

