

# The Trinity Tripod

Volume I, No. 5

TRINITY COLLEGE, HARTFORD

April 17, 1968



Carl Oglesby

## Senate Scholarship, 4-4-4 Measures Await Enactment

by John Osler

The 4-4-4 Committee on College priorities, the abolition of Parietals, and the student supported minority group scholarship program, all passed by the Senate, await action this week with little chance of immediate enactment.

It was announced Monday by Senate President Leonard P. Mozzi that Trustee action on the 4-4-4 resolution would be delayed until June 1. The measure, requesting the establishment of a student-faculty-trustee committee to determine priorities for all College funds, was sent to the Trustees March 30.

The Senate motion abolishing parietals was tabled by the Senate itself last week. The initial feeling of the Senate was that the motion would be sent to the faculty for

approval. Because the Medusa, the organization responsible for enforcing parietals, derives its powers from the Senate, it may not be necessary to seek faculty approval to enact the measure. One Medusa member reports this week that the honorary society has not considered the parietals motion passed by the Senate.

The scholarship program passed by the Senate and student body last week calls on the College to release \$50 per student from the general fee to reciprocate the Senate's commitment of one half its budget to the program. The College treats the general fee as part of student tuition in its bookkeeping and accounting. There is no way of determining exactly how much of the funds for activities listed in the College Catalog actually come from the general fee.

A breakdown of the uses of the fee per student according to treasurer James K. Robertson indicates that approximately \$25 goes to the Senate activities budget, \$45 for student insurance, and \$75 for running Mather Hall. In addition the fee is supposed to cover admission to the athletic events, vocational tests, and laboratory fees.

Because it is impossible to determine where the money for any given activity comes from, many senators anticipate difficulty for the student body in determining which activity it would be willing to sacrifice for the scholarship proposal.

Robertson sees the most probable solution in the form of a \$50 increase of the fee, which would have to be voted by the student body, before consideration by the administration.

## Mather Board Advises Major Budget Change

The Senate Monday night began consideration of a proposal calling for an \$18,000 increase in its allotted budget from the College, and the establishment of an 11-man board to allocate funds to all campus activities.

The measure provides for a redistribution of the \$150 "general fee" charged each student yearly by College. At present the College administration allots \$25 per student to the Senate, accounting for its \$30,000 budget. The measure introduced Monday night calls for an allocation of \$40 per student, which would bring the Senate budget for student activities to nearly \$48,000.

The 11-man board, called the Budget-Program Board, will be responsible for the "centralization and coordination of all campus activities through the institution of an annual program." In its report to the Senate the Mather Hall Board of Governors, which drew up the proposal, characterized the present system in which the College allocates funds directly to certain clubs and organizations as having "little policy, many programs, and no coordination."

The report also criticizes the administration's handling of the general fee which it claims is "placed arbitrarily into the great melting pot of monies devoid of allocation labels." It is impossible for student groups to discern just how much money is actually used for activities, and consequently impossible for them to request increased budgets with any basis, the report holds.

Claiming that the present system forces the student groups to deal with "only a few select senators to whom the budget committee is merely another assignment," the report recommends the creation of the Budget-Program Board to meet the campus's need for a "group to whom can be entrusted the responsible job of budgeting and establishing fiscal guidelines."

The Board is to consist of the Austin Arts Center and Mather Hall Directors, four rising Seniors, three rising Juniors, and two rising Sophomores. A slate of candidates would be selected by the outgoing Board and submitted to the student body in a general election.

## Meskill Plans College Visit

Representative Thomas Meskill, the only Connecticut Republican in Washington, will speak to the Young Republicans in McCook Auditorium Friday at 7:30.

Meskill, who defeated Democratic peace candidate Assistant Professor Stephen Minot for his seat, addressed a group at the College in February. He inspected the modes of dissent, and concluded that emotion too offends moderation.

Defining dissent in three ways -- as dissent through the courts, the ballot box, and revolution -- he claimed that revolution can only be justified when attempts at change conducted through the more conventional channels have been frustrated.

## Symposium, Seminars to Study Viet Issues, Anti-War Opinions

by Michael E. Trigg

The SDS Spring Symposium scheduled for April 23 and 24 "intends to do what the College has been unable to do thus far -- make the Ivory Tower scene relevant to what is going on in the real world," according to Stuart Mason '71, project chairman. Mason indicated that the Symposium will feature workshops on racism, poverty, and international relations, as well as an "angry arts" show. Faculty members have reportedly been requested to orient their courses to Symposium related topics.

Mason stated that several preparatory seminars, open to the college community, are presently under way, attempting to elucidate the basic issues. The seminar groups and their student leaders are Imperialism with Ted Cook, the Draft with B. Pierson, Racism - Bruce Mahaffey, Vietnam with Kevin Anderson, and Student Power with Jack Tadsen.

In addition to the preparatory seminars, Sympo will be composed of workshops, lectures and panel discussions led by fifteen distinguished guests and several on-campus authorities. Because peace talks may soon begin between the U.S. and North Vietnam, each workshop will be considering these efforts and their effects on the Black

community and the Cold War.

Mason said that Sympo intends to show why American policy is not working in Vietnam and why it will never work in nations with emerging nationalism. The workshops, films and lectures will demonstrate how this policy has a corrosive effect on the spirit and vitality of the U.S.

Despite a Senate-passed resolution, the Faculty Curriculum Committee recommended that classes not be suspended on April 23 and 24, but that ordinary cut rules be overlooked so more students might

participate in the Sympo Program. The Committee also advised a rescheduling of examinations, urging that none take place during Sympo nor in the two days thereafter.

Jon Lomberg organized the "Angry Arts," which will happen at 6:30 in the Washington Room on Tuesday evening, just before the panel discussion. The program features New York folksinger Barbara Dane, Lomberg, Dick Hess and Jim Petersen, and the Mother's Old Fashioned Home-Made Root Beer Blues Band.

## Crew Sweeps Amherst, C.W. Post; Fraser, King Pace Lacrosse, B-ball

Trinity's first week of spring sports produced some notable achievements in the midst of so-so results.

Captain Bruce Fraser broke the single game goal record of seven in the lacrosse opener; a 27-7 romp over Holy Cross. His eight tallies and three assists bettered the previous efforts of Henry Hopkins. At Amherst, however, the diminutive captain was contained

by a superb Lord Jeff defense as Trinity stumbled 17-4.

The Hilltoppers should regain the winning habit this Saturday as an inexperienced Worcester Tech contingent invades Hartford. W.P.I. was crushed by the Holy Cross Crusaders this past weekend 17-5.

Miles King pitched the blue-and-gold to a 8-0 whitewashing of Colby last Friday after Trinity

had succumbed to the Coast Guard, 6-3, earlier in the week. King has now hurled 11 scoreless innings since the team has returned from Orlando, Florida. The Bantams will try to break their 4-4 record when Amherst, a team they split with in the citrus exhibitions, visits the Hill on Wednesday.

Bill Anderson and Chuck Wright's victory at the number three doubles position gave Trinity a 5-4 initial match success over a tough Holy Cross squad. Mike Beautyman pulled the biggest surprise of the engagement by conquering the Crusaders' number one player to spark Trin to a 4-2 advantage after the singles competition. Amherst should provide the Hilltoppers with stiff opposition this Wednesday on the Hartford courts. Trinity renews battle with UConn at Storrs this Saturday after many years of "cool relations."

Two tenths of a second determined the winning difference as Trinity rallied to sink the Amherst varsity shell last Saturday on the glorious Connecticut River. This conquest capped a Bantam sweep of the four heats (Varsity, J.V., Frosh 1 & 2) with Amherst besting C.W. Post. Crew travels to Philadelphia this weekend to participate in the Kerr Cup.

Thursday, the varsity golf team swings into action by hosting a strong Worcester Tech squad on the Bantam links. Captain Richard Tuxbury heads an inexperienced team in search of bettering last season's 5-5 slate.

## 680 Selected for Class of '72, Negro Applications Increase by One Half

The Admissions department has selected 680 students for entrance into the Class of 1972 from a pool of 1500 completed applications. Director of Admissions W. Howie Muir predicted marked increase in private school student population, totalling perhaps 50% of the class.

After considering 50 completed applications from Negroes, the College admitted 22, nearly all with substantial financial aid grants. 32 Negroes applied last year, 19 of whom were accepted. The College failed to obtain completed applications from a large number of Negroes who filed only partial forms.

Muir pointed to the larger number of private school applications and the growing diversity of these institutions themselves as the factors provoking the projected private school increase. Muir felt

that this year the College had "taken a beating" in receiving fewer applications from public school boys who require no monetary assistance. The present freshman class contains only a 39.1% private school population.

The number of applications decreased this year from 1700. Muir attributed the drop to the loss of the very weak candidates.

The Admissions director explained that the College continued its search for diversity, and had therefore accepted students outstanding in a single area. As an example, Muir cited a student admitted under the Honors Scholar Program who would otherwise have been denied admission because of a deficiency in mathematics. Muir hopes that a full quota of 50 Honors Scholars will matriculate. 120 boys were accepted as Honors Scholars this year, 30

more than in 1967. About 35 applicants from the 1967 group enrolled at the College.

"A lot of applicants were strong in one area," Muir remarked, "and we had more interesting individuals. If the proportions hold," he continued, "the class of 1972 will have a lot of individuals in it."

Increasing diversity in private school applications forced the Admissions department to distribute to these applicants a larger amount of aid moneys. Of the 1500 applicants, 650 requested assistance, and 200 of the accepted 680 were awarded financial grants. Muir expects the percentage of scholarship students to remain approximately 35%.

Muir observed that "this year, there is more uncertainty about who's going to come than ever before."

# Trinity Tripod

## EDITORIAL SECTION

### Income: the Communal Bowl

In light of the decision of the student body to allocate for a scholarship fund large percentages of what it thought was its money and the ensuing difficulties in determining what monies came from which source, the whole issue of vagueness and "flexibility" in the College's budget accounting must be examined.

In the form standardized in past Reports of the Treasurer, tuition and fees, endowment revenues, and gifts have been lumped under a communal "income" from which any and all activities on the campus draw their funds.

Inherent in this kind of communal accounting is the assumption that, functioning as one big happy family with like goals, all members of this tribe can nourish themselves most effectively from the same bowl.

There are few progressive families which find this kind of communalism beneficial, least of all when the family unit is reappraising its diet in terms of budgeting.

For instance, we are hard put to explain how a small liberal arts college which cannot afford a department of sociology -- a necessity in understanding our troubled cities -- can sustain a mathematics department boasting no less than 14 active professors while there are only 8 senior math majors.

Still further, the question of the general fee -- separately billed, yet communally accounted -- needs to be resolved. In comparing the budgets of the Senate in fiscal 1964-5 and 1967-8, it becomes apparent that the buying power of the Senate's funds has decreased while the per capita allocation has remained the same -- roughly \$25 per student. This decrease in purchasing power of the Senate's funds is directly attributable to inflation at the rate of at least 3.2% per year. Coupled with the realization that student activities have increased markedly during the same period, it is curious that no effort has been made in terms of allocation of monies from the College's lump income to keep the students in a fiscally viable position.

Even if the general fee is increased by \$50 to cover the vote of the students for scholarships, some solution must be found toward increasing the total funds available to students, such that the needed \$15,000 (i.e. 1/2 of the present Senate budget) can be raised to supplement the scholarship program without forcing any further curtailment of vitally needed student activities.

In terms of responsibility to ourselves as concerned members of a primarily academic community, it has become abundantly clear that the College -- in its own best interest -- must revamp its presentation of fund allocation such that the community remain aware of the source and application of more specific facets of the total College budget.

Only via this mechanism can the community begin to reassign its priorities in fiscal terms.

(Editor's Note: The TRIPOD this week received more letters about last week's all-College meeting than could have been printed on this page. We chose to print only one. Miss Ferrari is an instructor in Modern Languages at the College. The reasons for our choice, we hope, will be apparent in what follows.)

To the Chairman:

Last Monday, following a meeting at which I was present, the Senate voted the proposals with which you are familiar. If I spoke English better, I would have taken the floor and said:

The attitude of the students of Trinity on this occasion makes me think of a rich child who, attacked by a street urchin, reacts by running to his mother's skirts and asking her for some change to give to the other child.

The fact is:

1. It did not occur to the students to proceed to act until they felt attacked. Furthermore, this is not acting, but simply a reacting of habitually passive individuals to a stimulus -- in this case a fear or guilt or both. One may, then, question the value, both moral and practical, of actions guided by such motivations can be.

2. The students' first reaction was to think of a solution in which it is MONEY that plays the most important role. This reveals very clearly a state of mind according to which human problems can be,

and should be resolved, partially or temporarily, but first and foremost resolved by money.

3. The students requested to have the money which is to be used taken from what their parents pay to Trinity College -- many of them are able to work to earn pocket money, to go on vacations, to buy cars, etc. Why ask one's parents for money when one is old enough to work? And if the students feel that the money given by their parents is poorly appreciated, why have they waited so long to talk about it, regardless of the racial issue?

4. The students sought a solution -- a partial solution -- through and within the structures of an institution (Trinity College) which represents and is one of the products of what they designate (if I have understood correctly) by the words "system" or "establishment," another product of which is racial inequality. But is it possible to change the effects without changing the causes? In other words, are the students too naive as to believe it possible, either on a long or short-term basis, to solve -- and consequently to suppress -- the racial problem without changing the society which engenders it? And if they think that the resolutions adopted are merely a partial and immediate measure, what are they waiting for to ask themselves questions which will enable them to find a permanent solution to the racial problem? How long will they continue to react instead of waking up to the

facts and acting? and if they are afraid of losing their privileges and security, let them at least be honest enough to recognize what price they have to pay in order to keep them, and keep quiet!

I have come to note to what degree the students of Trinity (and according to everything that I have heard this also applies to the majority of American universities) whose high intelligence I have been in a position to appreciate, are conditioned by a society the aim of which is to make them PASSIVE -- incapable of acting in order to implement values (by defining ideal, i.e. abstract and immaterial); a society which seeks, by keeping them emotionally and intellectually immature, to retard them in a state of prolonged infantilism; a society which as a result, not only cripples all action before it starts, but often (and this is the crux of the matter) forestalls the process of questioning, which might endanger it.

Allow me to make the following comments:

1. I am convinced that the greatest mark of esteem and respect for others is to say what one thinks.

2. I am speaking of the students as a WHOLE, for I know that there are students who are neither passive nor naive, etc....and who did not wait until this meeting to make the effort and reflect and act.

3. All that I have said does not imply that I feel the resolutions adopted to be bad in themselves.

Anna Ferrari

## IT'S IN THE AIR

### No More Waiting

by Bob Pippin

On April 22, 1968, the Executive Committee of the Trustees will meet at Trinity. For a long time, maybe as long as three years, a number of issues concerning the future of this college have been "in the air" discussed widely and at one point, nearly caused a student strike. "Worthy consideration" of the issues has taken place for a long time; all the "proper channels" have been invoked; "thoughtful study" has indeed occurred, yet a brief summary will clearly demonstrate that the College remains in essentially the same position it has been in for years (and may have ameliorated itself further into its own morass).

Consider briefly, only the most recent actions of the Trustees. At their full meeting last week, they were presented with a detailed outline for the so-called 4-4-4 committee discussed at the time of the student strike vote. Before the meeting, the Senate requested there be students present so that any questions about the proposal could be answered directly. The Senate received no notification of its exclusion until the day before the meeting itself. Not only were we denied the courtesy of reading and explaining our own proposal, but were dealt further indignation by not even being informed early enough to work out alternate proposals. And the fate of the proposal itself? As is usual, it was hurriedly sent to the appropriate committee.

But it is not only the issue of the committee that must be brought up at the Executive Committee's Monday meeting. Prompt, effective action must be taken in response to the Senate request that

the Administration reply to its scholarship fund. So that, as far as the upcoming meeting is concerned, decisions must be made and made now. The issue of student participation in their own decisions must be faced; the 4-4-4 committee cannot remain buried until the summer meeting of the Trustees; the common courtesy of allowing students to explain their own proposals must be granted; and the decision to involve this campus in issues other than its own well-being must be made.

Consider also the most recent actions of the faculty. Certainly one would hope that faculty and students and administrators could be working together to solve problems, but recent actions on the part of the faculty seem to evidence their unwillingness to work together with anyone or to work at all. The Senate proposal to suspend the penalties for Basic Requirement failures was quickly refused (although fortunately, or perhaps even gratuitously, no one failed a Basic Requirement for a second time last term). Apparently the faculty also considered the death of Martin Luther King, Jr. and the subsequent events important only in allowing them to postpone their meeting rather than act and act decisively. The only word from the faculty so far has been the response of one man. But perhaps that will change. Perhaps from their meeting today, an adequate and meaningful response will emerge. Perhaps the Senate request to take two days off to study the Vietnam war will be met favorably; perhaps in the future the mood will be cooperation and action, not silence.

And yet there is an issue, the most explosive of all, that lies

underneath and reflects all the others. The 4-4-4 committee, an adequate response to the civil rights issue, student representation at meetings that affect them, the Basic Requirements issue, cooperation in the symposium, faculty action to end its silence, all must be dealt with now. Perhaps less important, but certainly more immediate is the recent Senate decision to eliminate parietal hours. Next Monday, when the Executive Committee of the trustees meets, the most convincing show of good faith possible, the most obvious way that they can demonstrate their willingness to redefine power structures at Trinity and to let students run their own lives, would be a statement by the Committee that it will take NO ACTION CONCERNING PARIETAL HOURS AND LEAVE THE ISSUE OF THE VIOLATION OF RIGHTS TO THE STUDENT DISCIPLINARY BODY, THE MED-USA. The Senate decision on parietals uses a complaint system as the basis of its enforcement, on the principle that any student has the right to live by his own moral code as long as he bothers no one else. And the Trustees, if they will ever change anything fundamental in this school, must do it now. It's time. It's been three months since the idea of the committee was proposed and it's been a good deal longer since a change in parietal hours was suggested. The endless delays of bureaucratic procrastination cannot be allowed to smother the college in the ameliorative rhetoric of confusion. If change is to come, it must come now. We have waited, we have considered, we have studied long enough.

# Trinity Tripod

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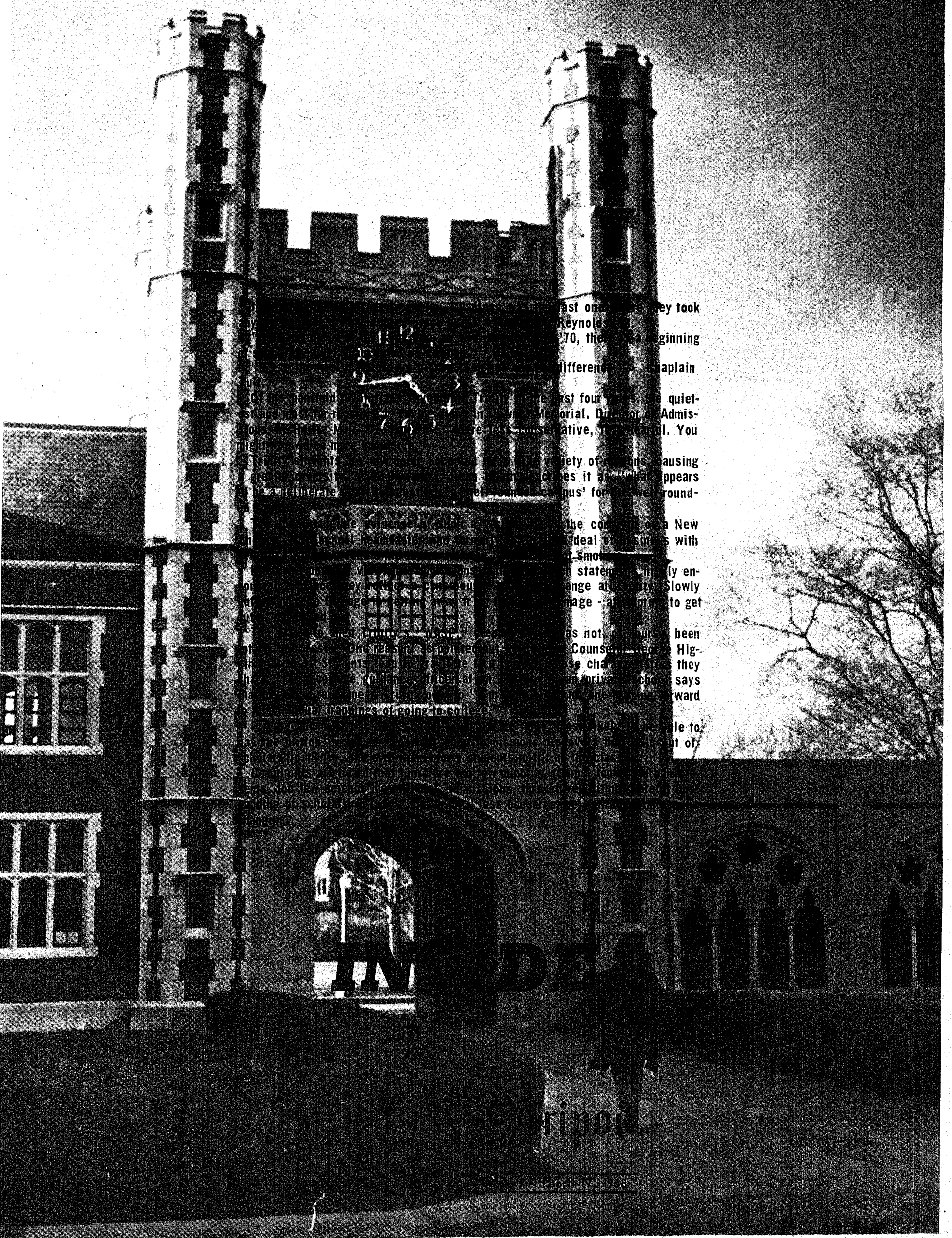
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# *a report on admissions at Trinity College...*



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Apr. 17, 1968

*...the seniors may feel out of it, but the new breed is here*

*by David Sarasohn*

All candidates for Trinity College begin with a dust-brown, three sheet form of construction paper entitled "Personal Application for Admission." This year, approximately 1500 of these will return, together with a check for \$10.00 made out to the Trustees of Trinity College.

In conformance with the law, there is no question anywhere on the application about religious or racial background. On the upper right hand corner, however, a space is provided for a picture of the applicant. This practice has been abandoned by most colleges, and is illegal in the state of Massachusetts.

The questions (names of relatives who have attended Trinity College; to what other colleges you are applying for admissions; what class or student government offices you have been elected to) tend to be the same as those of most other colleges. Another question, "In what activities do you plan to participate in your college years?" can sometimes bring a letter from a campus group during the summer.

The essay questions have been increased since last year, when two out of three essays were required, to the present requirement of three out of five. Muir commented that the extra essay "will provide a candidate with additional opportunities for written expression."

The College no longer requires the Writing Sample and the CEEB is being discontinued next year.

Muir says that the essays "show a boy's ability to work with expression and ideas, or lack thereof. There are cases when a boy will mention concern in his interview, but the essays don't show concern." He cited the effectiveness of a particular question which asks the applicant to compose an essay question himself for a college application. "After weeding out the ones that come from other applications, we get some pretty interesting answers." The question did not appear on previous applications.

As to the importance of the essay questions, Muir points out that they are read by the entire admissions staff, and referred to the case of a member of the class of '69 who was admitted almost entirely on the basis of his essays.

Mike Floyd '68 who worked with the admissions staff one summer, suggests the abolition of the candidate's sole chance to confront the classmakers, with the end of interviews. "Interviews are playing less and less a part, and tend to be less reliable than the subjective evaluations from the secondary schools." This is especially true with schools that Trinity has many dealings with, points out Floyd, who adds that it takes up a disproportionate and unnecessary amount of the admissions staff's time.

Muir concedes that "the interview is a very unattractive aspect. But for every five inconclusive interviews, there is one that is very useful. While the interview can vary according to the mood of the interviewer, it can be a very significant and informative part of the admissions procedure." He also stressed that the interview can be an effective means of promoting the College.

The applications and the interview, together with the subjective evaluation forms from the preparatory school, provide the College with information of the candidate's extracurricular activities, which Muir describes as "increasingly important although it is sometimes difficult to determine how meaningfully involved in these activities the individual is."

The College regards extracurricular activities as sufficiently important to have a special group, known as Group 3, for applicants whose academic qualifications would not normally be sufficiently competitive to warrant admission, but who are, in the words of Muir, "a strong participant in extracurricular activities, a hard worker - a doer."

There are some athletes in the Group 3 program, but Muir points out that they by no means dominate it, and that "recruiting is so much better that you no longer need excuses for your athletes."

The Group 3 program is approximately ten years old, and is considered highly successful. There are about 35 3s in the Class of 1971, but the program participants have achieved somewhat less academic success lately. Muir attributes this to the rapidly increasing academic standards of the College.

Similar programs are used by many colleges with generally good results. Harvard's program, for example, is called Group 4. Muir cites, as one of the most frustrating experiences of his tenure, ad-



mitting a boy, after much soul searching, as a Group 3, and losing him to Harvard.

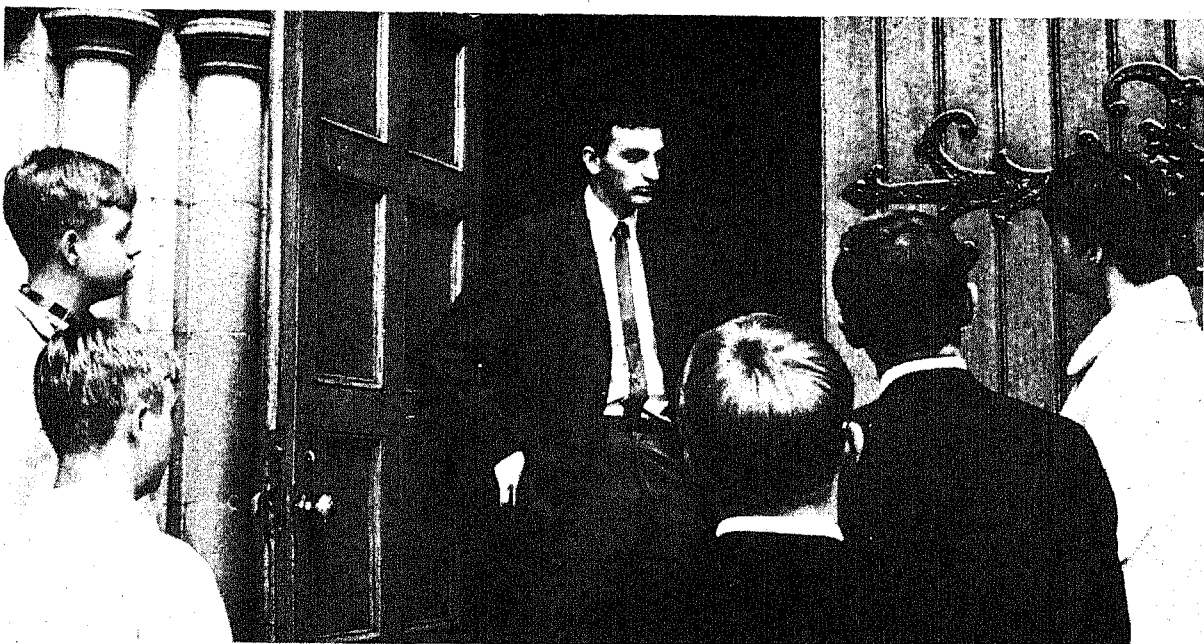
The third means of evaluation available to the College arrives at the Admissions department in little white stickers every February and March -- belched out by computers in Princeton and Berkeley -- carrying the results of the three-hour, multiple-choice Scholastic Aptitude Test, required by the College and virtually all American colleges. The most salient point about these numbers is their rapidly decreasing importance. "Less importance is attached to the boards, although they are going up, and probably will continue to go up. Achievement is most central, less so with boards." The boards now tend to be seen as a function, less of the student's ability, than of his preparation. Philip L. Calhoun, Associate Dean of Admissions of Wesleyan, points out, "If a kid has achieved, no matter how bad his high school and boards, he's a good risk."

Mr. Calhoun's statement on relative importance tends to be borne out by a study undertaken by Williams College. Ten percent of each class, beginning with the class of 1966, was comprised of candidates who would not normally have been accepted. These fell into four groups: over-achievers with low board scores, under-achievers ("late bloomers") with high scores, men deeply involved with extracurricular activities with relatively low marks and boards, and men with a particular interest and ability in one area, performing mediocrity in other areas.

The result, as shown in the Williams Record and corroborated in a similar study at Brown, is that "the myth of the late bloomer seems to have been exploded." Board scores, while useful to corroborating information already given by the high school transcript, are rarely sufficient in themselves to guarantee admission.

The boards do have their own place in the Trinity admissions scheme of things. Muir points out, "We do pay attention to the math board, because of the math requirements." Boards appear to have been a





factor in the selection of the Honors Scholars. They figure importantly in the computation of the Grade Prediction Formula, which also considers rank in class and the type of secondary school attended. In the formula, used to predict the academic success of an applicant, the Verbal SAT counts for twice as much as the mathematics board, according to Mike Floyd.

As the importance of the boards declines, grades and marks in secondary school become increasingly important. The same Brown-Williams project that derided boards found that the over-achievers, along with the extracurricular specialist, turned out to be the best risks. Wesleyan's position paper on "The Admissions Process at Wesleyan", in speaking of the "best" student, comments that "The surest criteria for selecting such students for admission are linked to academic performance and intellectual vitality." A possible manifestation of this feeling at Trinity may be seen by a comparison between the classes of 1970 and 1971. While the median boards declined from 627.0 to 625.8 verbally and 672.5 to 656.9 mathematically, the percentage in the first quintile of their secondary school class rose from 62.6 to 68.5.

All of these are the basic indices available to admissions. But as Frederick C. Copeland, Director of Admissions at Williams, comments in the Williams College Admissions Profile for the Class of 1971, discussing boards and rank in class, "I should emphasize that these figures have remained relatively constant for the past five years, and that each year our admissions committee relies more heavily upon selective judgements of personal worth and human capacity." It is in the formation of these subjective judgements that the change in Trinity admissions may be found. Trinity admissions, as Mr. Muir points out, is more willing to take the chance, to admit a candidate for a reason rather than general well-roundedness. Dean Heath comments, "Due to the difficulty of getting into college, Trinity is now able to attract a more healthy personality. Perhaps it's just a reflection of a national trend, but Trinity is now taking students who are not only willing to be responsible for their own education, but demand it."

\* \* \*

Trinity College, like all colleges, can only admit those who apply for admission. Once the acceptances have been mailed out, it has no control over who comes and who doesn't. Recruiting, as a means of getting qualified people into the application pool and getting them to come if accepted, becomes increasingly important, especially for a school such as Trinity, relatively unknown among many possible applicants. A rough example of how recruiting works may be seen from the College's remarkably successful athletic recruiting program.

Karl Kurth, Director of Athletics, who says that "a college is interested in a boy with a strong athletic potential just as in a boy with a strong academic potential, a strong science potential, or a strong thespian potential," says that Trinity's main scouting in this area comes from coaching assistants at secondary schools and alumni. Trinity gets interested in about 75-100 boys a year through this method, and hopefully vice versa. Having freshman teams play prep schools is another form of advertisement, keeping Trinity's name in candidate's minds.

The Athletic Department then encourages the candidate to come to Trinity, where they are set up with a student host, attend classes, and get to speak to some faculty members in their major. This has the double effect of getting the student more interested in Trinity, and providing the admissions department with feedback from the student guide.

At the same time, the Athletic department is trying to determine how good a football or basketball player the candidate is (about 95% of the "sub-freshmen" are football or basketball players, with the emphasis on football), by speaking to the coaches and reviewing films where available. The candidate's academic folder is also being reviewed by the admissions department. "We can't admit non-students," points out Kurth, "but as long as we find a boy has participated, we're interested in having him come."

Kurth emphasized that the Athletic Department cannot make Admissions take someone, although their interest is known. He estimated that in each class there are only about five to ten admitted primarily for their athletic ability. Once the decision is made to accept the student, the Athletic Department has "no influence with financial aid. We give no athletic scholarships, no grants-in-aid, and I would assume that the percentage of athletes getting scholarship money is about the same as everybody else."

The Athletic Department has an enviable record in the area of persuading students to come to Trinity once accepted. According to Kurth, a strong majority of athletes who decide on Trinity have also been accepted at an Ivy League school. "The boy may come here because he thinks he has a better chance to play," suggests Kurth, "or he may have been sold on the college by his student guide."

Kurth would like to see more low-income athletes at Trinity. "The lower-income boy tends to be more competitive, because he's had to be. If he lost his bicycle, he had to fight to get it back, or he wouldn't get another one." There are, however, few Negro sub-freshmen. "I'd like to see more Negro athletes here, but a good portion of the Negro boys just are not prepared academically."

Kurth, while saying that other areas of the college "are doing exactly this" with recruiting, points out that a big reason for athletic recruiting was that "the success of the intercollegiate program has a lot to do with student morale," and cites state of the campus at the time of the LIU game.

Alumni participation is easier to implement in athletics than in other areas, for the obvious reason that alumni are more likely to be aware of athletic prominence than academic or other kinds. Wesleyan, however, has instituted a strong program involving more than 40 alumni clubs across the country. According to Philip L. Calhoun of the Wesleyan admissions staff, the program required a massive re-education of the alumni, informing them of recent changes in Wesleyan. It was also necessary to increase the admissions staff to coordinate alumni activities.

The most important activity engaged in by the Wesleyan alumni is school visiting. Even if Wesleyan admissions staff visits an area, they can visit only a few schools. A strong alumni group can visit many more in the area. As to possible beneficial effects of the program, Calhoun comments that the program is starting to become effective after 3 years.

"Alumni recruiting, in a broad scale, has not worked very well at Trinity, in my opinion," says Muir. "Alumni are out of touch with the drastic changes taking place in the College, and tend to want to interview established candidates, rather than really recruit new ones."

Muir also sees a deeper problem with trying to organize a Trinity alumni recruiting staff. "There's an inferiority complex that hurts Trinity recruiting, even though it's less now," he comments. "There has to be generated a spirit for Trinity as Trinity." Muir sees this attitude as also being prevalent among the student body. "There are too many men who don't go out and sell Trinity," he comments. "Too many of the students apparently aren't concerned with, or aware of, how effective they can be in this way, and perhaps don't even give a damn about the College."

As a result, nearly all Trinity school visiting is done by members of the Admissions staff. According to Muir, the most suitable time for college visiting is between October 1 and December 1, the schools not being ready before then, and applications having gone in afterwards. Trinity Admissions people visit a wide range of schools, many of whom have had dealings with the College before. The tours include California, Texas, Cleveland, Detroit, Illinois, Florida, Virginia, Washington, D.C., upstate N.Y., Eastern Pennsylvania, Vermont and many other areas. This has been augmented this year with new visits to New York city public schools, including Bronx High School of Science, Stuyvesant High, and the High School of Music and Art. The total number of schools visited approximates 400.

The visiting of New York city schools may be seen as the Admissions Department's response to what might be termed the "discovery" of New York, as chronicled in the New York Times article on Ivy

League admission April 17, 1967. In it, R. Inslee Clark, dean of Admissions at Yale, comments, "Of course, we still send our recruiting people to out-of-the-way places like Nevada, but there's really as much diversity in taking Harlem, Park Avenue and Queens." Clark continues that "Erasmus Hall in Brooklyn, for example, was very surprised to see our man when he started going there last year." The article states, "Presumably because of Yale's expression of interest, six boys from Erasmus Hall applied for the present freshman class and four of them were accepted."

Amherst, a few years ago, visited several hundred schools a year, most of them suburban and independent schools. Now the total is higher, and according to a member of their admissions staff, "We spend a lot of time in inner city schools, and in New England rural schools. We're starting to get a few more applications, but it costs a lot of money to do traveling, and the increase isn't that great."

In an article in the College Board Review, No. 59, Spring 1966, entitled "The Trouble with School Visiting," Frank A. Logan, director of Admissions at Antioch College, makes some suggestions as to the improvement of visits. One of them, "Give some attention to schools that have a low percentage of college-bound students and hence relatively few college visitors--particularly such schools in your immediate area," is being carried out to an extent, with some inner city school visiting.

Another suggestion is "have the courage to deviate from tradition by employing your undergraduates as representatives. The purpose of school visits is more to inform students about your college than to evaluate them. And college undergraduates... often can do this more effectively than many of us like to admit... Today's sophisticated secondary school student often detects pseudo-salesmanship in the presentation of the traveling college representative with his attache case full of glossy brochures. Students' contacts with ill-trained alumni representatives can be even more of a two-edged sword. But students don't have this same skepticism when talking with their peers."

Muir says, "We're willing to utilize more student visiting, within reason." He cites the program newly instituted this year to match students with applicants in their areas, and have the students contact the applicants over spring vacation. Muir says that after the solicitation placed in student mailboxes in February, he received 300 responses, which he considers highly encouraging. But he cites the difficulty and danger involved in allowing any student to visit schools, and points out that the admissions department lacks the time to screen students who would be willing to. Union College has recently begun a program of faculty members visiting secondary schools.

One of the strongest recruiting devices for the highly desirable applicant is the Honors Scholar program, instituted this year. Under the program, a selected group of freshmen--34 in the class of '71--are allowed to waive the Basic Requirements, and take whatever they want and qualify for. Under the terms of the program, there can be no more than 50 Honors Scholars in a class. 120 accepted applicants were considered for Honors Scholar status, and 90 were offered it. Of these 90, 34 came, for a percentage of 38%. Of the 30 who were not offered such status, only 8 came, for a percentage of 27%.

The Honors Scholars Program appears to have been a greater success with little or no independent study going on, from an admissions than an educational standpoint, and a major revision of the program is currently underway. But it has been sufficiently encouraging to suggest beneficial results should the Basic Requirements be abolished for all freshmen. Discussing the new curriculum that went into effect this year at Williams, the 1967 Admissions Profile stated, "Applicants have been as enthusiastic as current undergraduates about the increased flexibility this new curriculum allows them. Freshmen have no required courses and have no language requirement to fulfill."

Another result of the end of the basics, feels Muir, is freeing the Admissions office to a large extent. Currently, the necessity of choosing students who can pass a math requirement, a science

Average Board Scores: Class of 1971

	Verbal	Math
Trinity	634	659
Wesleyan	653	671
Williams (1970)	644	677

	Public	Private
Trinity	59%	41%
Wesleyan	71%	29%
Williams	60%	40%
Amherst	61%	38%

Public-Private School Breakdown

requirement, a language requirement, a history requirement, and an English requirement enforces a policy of well-roundedness among ac-  
ceptees.

"In discussing diversity," according to Philip G. Wick, Assistant Director of Admissions at Williams College, "people are wont to put too much emphasis on the Negro student. The feeling seems to be that if you have enough Negroes, you're diverse." While this is partly true, it is unquestionable that a large part of the current controversy over "student diversity" centers around the number of Negroes--and to a lesser extent, Jews-- enrolled in a particular college.

From a numerical standpoint, at least, one of the most salient examples of "student diversity" is Wesleyan, where there are currently 86 Negroes matriculating, compared with 18 at Trinity. The difference may be traced back to a major revision of the Wesleyan admissions policy undertaken three years ago. At that time, according to the Admissions working paper, "Our student body was viewed by many faculty and students...as 'bland,' 'suburban,' 'middle class,' 'wasp,' 'uninteresting,' and too 'well-rounded.'" A change was necessary, according to Calhoun, for "philosophical, humanitarian and educational reasons. There was a feeling of a need for Wesleyan to get involved with educating all kinds of people. We also felt it would have educational value."

Calhoun describes the result as "a change in philosophy, a change in emphasis." The number of schools visited by Wesleyan was increased from 350 to 500, with a large increase in rural and ghetto schools. The financial aid budget was increased 30%. The Alumni Schools Committee was reorganized, and a program of publications "directed to a broader audience than had previously been reached." There was considerably more contact with "educational organizations working on the problems of college admissions," such as the CEEB, the Association of College Admissions Counselors, the National Merit Scholarship Corporation, the National Scholarship Service and the Fund for Negro Students. According to Muir, another assist to Wesleyan is their Director of Admissions, John C. Hoy, a pioneer in Negro education.

The change in Wesleyan has been dramatic. The number of applications has increased from 1,238 to 1,998; "disadvantaged" applications increased from 6 to 178; and the number of "disadvantaged" enrolled went from 2 to 39. (Elsewhere, the "disadvantaged" figures are labelled, somewhat more frankly, Negroes.) Wesleyan operates an Upward Bound project during the summer at Milton Academy, where "underprivileged" acceptees spend three hours a day counseling day camp and have classes five days a week in remedial English. These classes continue during the freshman year.

Reaction among Admissions men at Wesleyan, as personified by Calhoun, has been favorable. "People have their own identity, and they're allowed to have their own identity. Wesleyan is a federation of societies, rather than one society." A member of the Admissions staff at another New England college comments, "I think we have as much diversity as Wesleyan. We have for example, more New England rural kids than Wesleyan does, and the black kids there tend to segregate themselves. Wesleyan had 40 transfers out last year, and we had far less."

Admissions concessions to the "disadvantaged" student is a necessity, especially in the area of CEEB scores. The Verbal SAT mean for the entire class of '71 at Wesleyan is 653; the "disadvantaged" mean is 562. The Math SAT mean for the whole class is 671; the "disadvantaged" mean is 563. This is coupled with possible academic trouble for the "disadvantaged" student, sometimes requiring an easing of the academic load, sometimes insoluble. Of 85 Negroes entering Wesleyan in the past four years, 5 were required to resign for academic reasons, and "3 or 4" are currently on probation. But the program has generally helped Wesleyan from an admissions point of view. The college counselor for an eastern prep school describes Wesleyan as a far more "cosmopolitan" community than Trinity, and would recommend more different kinds of student there.

"The reason there are so few Negroes here," according to Robert Washington '69, "is that recently, within the past decade, there was a policy of only one a year. The one was exceptional, and therefore he lost his Negritude." The Admission Department hotly denies such a policy.

Trinity College, for the class of '71, received 32 completed applications from Negro students. Of these, 19 were accepted, and 8 came. The paucity of Negro applications exists despite efforts by Admissions to counter it. In addition to inner city school visiting, 300 National Merit Negroes were written to last year, 85 Negro students were recommended to Trinity by the National Scholarship Fund for Negro Students, according to Mike Floyd, of which only 11 applied. Floyd, who spent part of his time last summer giving tours, also noted that very few Negroes come up to see Trinity spontaneously. Lacking the psychic appeal of Wesleyan, or the prestige of the Ivy League, Trinity is at a strong disadvantage, in what is basically a seller's market.

"We get most of our diversity from a few selected schools in Washington and Chicago," says Floyd. A large proportion of the Negro students at Trinity are Illinois scholars, largely from Chicago. "When we get out to Illinois, where we have money," says Muir, "we can talk to

students. Some schools take Negroes with 600 Boards, in the top tenth of their class. We're taking people with 400 boards, for whom college would otherwise be an impossibility. The stress is laid on disadvantaged, not just Negroes. A middle class Negro is no different from anyone else around here."

For the student here now, Admissions is willing to ease the academic load somewhat. According to Muir, if necessary, they can get 5 years to graduate rather than 4, a 3-course load, and the basic requirements deferred. "As it is now, we do it after the kid gets into trouble," points out Muir. "We'd rather do it before, but it's hard to tell who needs it. Boys we expected to have trouble, are doing all right. Boys for whom we wouldn't have eased the load are having trouble." Trinity applied for an Upward Bound program, but was turned down for lack of funds.

Washington feels that one of the reasons so few Negroes are interested in Trinity is "negative feedback from the students here now." Another reason is that so few are here now, though the number is increasing with 8 in the freshman class twice as many as in any previous class. Washington describes this as an "increase from nothing." He feels that the existence of TAN does help somewhat.

Muir feels that one of the difficulties in attracting different types of Negroes is that many at Trinity now tend to be activists. "We lost several kids last year because they met with some Negroes here now and were scared off. These kids didn't want to be crusaders, they wanted to go to college, and they went someplace else."

What other colleges are doing in this area is generally not startling. Amherst, which visits and writes letters, feels that it is "just starting to hit" with Negro applications. A member of their staff points out, "You can't have a considerable number of Negro students and expect Amherst freshman work."

At Williams, which has ten Negroes in the freshman class and 38 in the college, Assistant Admissions Director Wick points out the danger involved in putting Negroes on a differing priority, "even for a temporary period." "Nobody seeks diversity for itself," says Wick. "We feel there is an educational value. When Adam Clayton Powell was censured by the House, we had five students from Powell's district." In going for diversity, says Wick, "a lot depends on student feeling. If many feel strongly that the student body is too narrow, a dialogue is necessary. When we did get more Negro students many of our most rabid diversifiers didn't want it, complaining that the Negroes stuck together."

Aside from visiting and such, Williams maintains a summer ABC (A Better Chance) program, in which ghetto students go to summer school, and are placed in prep schools for the last two years. The first ABC group is currently applying for college, so Williams does not yet know what it will gain from the program.

In an article in the College Board Review, No. 65, Fall 1967, entitled "Can Selective Colleges Accommodate the Disadvantaged? Berkeley Says Yes," Bill Somerville, assistant to the Chancellor at the University of California, discusses the need for disregarding boards. "We seem to fail to realize the negative impact testing has on youth. It is not coincidental that there are practically no Negro scientists and engineers in America: most failed the eighth-grade algebra placement test and did not go on in college preparatory courses. But to assume Negroes cannot become engineers and scientists is to make a terrible mistake."

"I stand in wonder why the thought of being flexible in admissions standards still causes such strong feelings among many college administrators today. The fact is that flexible admissions standards have been in effect at almost all colleges for years, but in the case of minority group or low-income students, many administrators seem to feel vulnerable: as though admitting a few promising but unproven students will degrade their college. At Berkeley, many academic departments and schools are vigorous in recruiting among the disadvantaged, yet they stand among the finest schools and departments in the country."

"In effect, our Educational Opportunity Program is a small college within the university. We are the recruiter, counselor, advisor, dean, and director all at once. The heart of our program consists of giving these students massive amounts of help in three areas: help in getting admitted, all the financial support they need to attend college, and the academic help they need to stay in college." In discussing the "disadvantaged" at Trinity, the question that arises most frequently is that of financial aid.

"The College has been exceptionally good on scholarships," says Washington, "and most of them don't have too much work attached to them." According to Washington virtually all the Negro students at Trinity are on substantial if not full scholarships, and would not be able to come otherwise. According to Francis B. Gummere, Director of Financial Aid and Assistant Director of Admissions for the College, of the eleven Negroes who were accepted by Trinity and went elsewhere in the Class of '71, money was not a factor in any case.

Negro Enrollment at Trinity, Wesleyan

	Wesleyan			Trinity		
	1964	1965	1966	1967	1968	1969
Number of Negro applicants	6	44	44	176	32	50
Number admitted	4	27	118	62	19	22
Number entering	2	14	31	39	8	---

W. Howie Muir '51,  
director of admissions



Thousands of Dollars

	Amount of aid for Freshmen	College Scholarships	E.O.G.	College Loans	NDSL	College Jobs	CWSP	Size of Class	# receiving aid	Ave. Package
Amherst	135.047	119.7	11.9	0	3.35	0	0	318	92	1430
Bates		59.67	8.15	-	15.8	2.59	.8	279	90	-
Bowdoin	172.55	125.7	13.0	2.3	42.6	1.2	.8	262	78	2170
Brandeis	287.02	227.6	14.95	3.2	56.2	-	-	485	140	1626
Clark	185.451	100.2	20.0	-	57.4	N/A	7.96	359	135	1300
Colby	153.34	130.	10.0	-	-	12.5	.5	366	110	1381
MIT	1,200.00	533.0	38.0	154.0	202.0	-	-	925	525	1900
Middlebury	113.0	59.0	11.0	10.0	33.0	3.0	3.0	390	51	1900
Springfield	121.3	67.8	15.5	N/A	38.0	N/A	.6	420	134	1400
Trinity	208.4	139.9	15.3	12.0	16.0	24.0	1.2	330	105	1985
Tufts/Jackson	394.0	223.5	20.0	0	70.0	N/A	20.0	723	238	1572
Wesleyan	186.0	152.7	8.0	7.0	19.0	-	-	357	140	-
Williams	127.275	100.3	0	3.80	11.42	12.0	0	320	78	1805
WPI	162.75	79.75	16.1	0	66.9	-	-	450	130	1252

Financial Aid Information at  
Selected Northeastern Colleges

Trinity College awards \$208,400 in freshman aid to the Class of '71, more total aid than Wesleyan, Williams or Amherst. Of this \$139,900 is straight scholarship award, \$12,000 in College Loans, \$16,000 National Defense Scholarship Loan, \$24,000 College jobs (This provides the difference between Trinity and Wesleyan, which does not give jobs to freshmen), \$1,200 for the College Work-Study program which does not normally apply to freshmen, and \$15,300 to Federal Educational Opportunity Grants (to families able to contribute \$800 or less to college expenses. Colleges are eligible for the EOG program only if they have a vigorous recruiting program to find and enroll disadvantaged students). The average package award is \$1985, and 31.8% of the freshman class receives aid.

"There is a highly conscious effort to give more to high-need cases," says Gummere. "In Illinois, for example, we seek to use the money in downtown Chicago and East St. Louis." 43% of the applicants for the class of '71 applied for financial aid (this stays fairly stable. 44% of the class of '72 candidates have applied). Of these, 75% were granted aid, an over grant of 75% above available scholarship moneys. 11% were placed on financial aid waiting list, and 14% were judged to have no need. "We try to answer as many needs as possible, and to give a break to the highly qualified," says Gummere. "If we can't meet a need entirely, we generally don't award." There are very few awards under \$1,000 and 33 over \$2,000. The amount of awards is set by the Educational Testing Service in Princeton.

Washington has been working on a program for underprivileged student recruiting and scholarships. Under it, students from Trinity would begin visiting schools in December. Money for the project would be supplied by corporations contributing to an investment trust, and Washington believes he has the corporations for it. The program was submitted to President Jacobs last semester, and it has been waiting for his recovery since.

"There's no policy to limit the number of Jews," says Muir. "The possibility has never come up. Every year about the same number of Jews seem to apply, about the same number are accepted, and about the same number seem to come. I don't know why."

The number of Jews at Trinity does seem to be relatively stable, along with most religious percentages. Part of this is, undoubtedly, as Chaplain Tull says, that Trinity is an Episcopalian school. Another part is the natural reticence of Jewish students to apply to a place called Trinity. But for at least the past five years, the number of Jews at the College has stayed within 10% and 16% of the College, while the number has varied more at other colleges, and increased greatly in some. Over the past five years, the percentage of Jews at Wesleyan and Trinity has looked like this:

Wesleyan	10.0	N.A.	13.6	24.0	16.0
Trinity	11.3	16.0	15.3	10.6	12.4

As can be seen, sometimes Trinity has the higher percentage, sometimes the lower. What is more significant, possibly, is that over the period, the percentage at Wesleyan varied 14%, while that at Trinity varied 5.4%.

Comparison Of Entering Trinity Classes, 1966-1971

	1966 %	1967 %	1968 %	1969 %	1970 %	1971 %
<u>School</u>						
Independent	42.7	47.3	39.5	43.4	48.6	40.9
Public	57.3	52.7	60.5	56.6	51.4	59.1
<u>Course</u>						
B.A.	46.9	36.7	39.5	39.8	39.3	47.9
B.S.	40.3	35.5	38.1	36.8	36.6	30.3
Undecided	12.8	27.8	22.4	23.4	24.1	21.8
<u>Religious Preference</u>						
Episcopal	38.2	30.5	32.7	28.0	30.8	28.5
Roman Catholic	17.0	16.0	18.8	18.3	19.9	20.0
Protestant	32.6	35.6	27.8	33.2	31.7	30.3
Jewish	9.6	11.3	16.1	15.3	10.6	12.4
Other	2.6	6.6	4.6	4.2	7.0	8.8
<u>Scholastic Standing</u>						
Top Tenth	38.2	38.3	37.4	42.8	44.2	41.0
Remaining First Quintile	19.4	21.1	24.5	23.4	18.4	27.5
Total First Quintile	57.6	59.4	62.9	66.2	62.6	68.5
Second Quintile	18.1	21.8	18.5	14.1	16.6	16.3
Third Quintile	15.0	10.7	11.4	9.6	10.0	7.0
Fourth Quintile	5.5	4.3	5.7	4.2	6.0	5.2
Fifth Quintile	3.1	2.7	1.5	4.2	3.0	0.9
Unranked	0.7	1.1	1.0	1.7	1.8	2.1
<u>College Entrance Examination Board, Scholastic Aptitude Test</u>						
Verbal Average	590.2	601.4	603.5	618.0	627.0	625.8
Mathematics Average	634.6	640.7	660.2	659.7	672.5	656.9
Verbal Median	591	606	605	618	631	634
Mathematics Median	640	646	662	659	671	659



According to the Times admission article of April 17, "Yale has said over the years that it never had any religious quota, although the number of Jews in each class in the late nineteen-fifties tended to be between 103 and 109." The article also points out that since the change from geographical distribution to student diversity in 1967, the number of Jews has increased greatly. This was traced to the increase in students from the New York metropolitan area, where 40% of American Jews reside. The statistics given by the article on Jewish enrollment described Columbia and the University of Pennsylvania as around 40%, Harvard, Cornell and Yale as being between 20% and 25%, and between 13% and 20% at Brown, Dartmouth and Princeton.

"While there is no quota," says Muir, "it has been observed at some other colleges that if the number of Jews gets too high, say around 35%, highly desirable Jews don't want to come, and Gentiles feel lost." According to the Times article, "The deans acknowledge the possibility of a class dominated by Jews, New Englanders, or even football players. 'If some year we got to the point where something like that had happened,' Dean Clark says at Yale, 'Well, maybe we'd have to re-evaluate our system.'"

"There is no quota," Chaplain Tull assures, "In fact, something like a quota is being urged now by the moderate radicals."

It is pretty clear that no place wants a class "dominated" by Jews. To discover if a quota system is in use, not only would the number of Jews at the college be required, but the number rejected and the number accepted who went elsewhere. Since the question of religion is illegal to ask on an application, the information might be rather difficult to obtain, for admissions deans as well as for someone interested in the possibility of a quota. For those who are interested, there appears to be sufficient evidence to believe either way.

Aside from geographical distribution, another means of covert anti-Semitism, as expressed by Rabbi I. M. Levy, a chaplain at Princeton, is preferential treatment for alumni sons, since few alumni from the 1930's and '40's are Jewish. While Trinity does accord preferential treatment to sons of alumni, Muir says that "the number of our applicants who are alumni sons is relatively low, approximately 5%. At places like Princeton, it's as high as 30%. Very few Trinity applicants are getting knocked off by an alumni son." The number of alumni sons in the class of '71 is 18.

Another religious area in which the College comes under moderate fire is the recruiting device of sending letters to all the Episcopal clergy in the United States. While it is fairly effective, and brings in some

highly desirable students, it is felt by some to encourage a certain amount of homogeneity among students. "The reason we do it," says Muir, "is that clergymen work with kids, and a lot of kids get interested this way, and come. We're taking advantage of the fact that some clergymen may feel Trinity to be closer to the Church than it is. Some don't like the Church connection, but it is effective."

There are other kinds of diversity besides racial and religious, some of which Trinity is thought to be lacking in. Assistant Professor of Psychology, George Higgins, the College Counselor, describes the Trinity student body as a "run-of-the-mill bunch of English-History majors running around talking about Northrop Frye and psychology, which they don't have the science background to understand. Trinity is like a mystic religion, with everyone worshipping at the same shrine." A balance at Trinity, Dr. Higgins feels, would be "45% humanities majors, 40% Science majors, and 15% Arts majors."

The difficulty of admitting such a class is described in the Admissions working paper of Wesleyan, stating, "How is it possible to measure with confidence the qualities of tenacity, imagination and commitment required to pursue a major in Physics or Biology...? Many drop out of science virtually none pick up such a goal after matriculation... The arts pose a unique problem in that actual achievement and experience in the performing arts must be personally evaluated in a majority of cases. The evaluation of skills in music, art, and theatre is assisted by faculty interviews and auditions or review of work done in a studio. Although this kind of evaluation does go on, it is clearly limited and should be expanded." According to the Amherst Admissions Report, of 36 members of the Class of 1967 who declared themselves mathematics majors at entrance, 6 actually graduated as such, along with three who had switched from other fields.

"The lack of scientists is strong and universal," points out Muir. "Harvard graduated a few chemistry majors last year. This problem is accentuated at Trinity by the difficulty of the chemistry and mathematics majors, and the difficulty of talking science in competition with the big universities. The Physics Department has a strong recruiting program, but it's a question whether the College can afford such strong science majors. What the College should do is stop trying to prepare people for everything, and prepare them well for what we can prepare them for. Let's admit that we can't prepare a kid for all psychology, but prepare him for those branches of psychology we can prepare him for. Let's admit that we can't teach all history, but give a kid the best medieval history education around."

\* \* \*

In the Times Admissions article, it was reported that the number of prep school students in the Ivy colleges was decreasing. At the same time, the number of prep school students at Trinity remains stable. To an extent, these may be related developments.

Mike Floyd '68 points out, "Trinity is now becoming the first choice of many preppies, which I think works against what they want in the student body." Much of the recent academic improvement in Trinity may be traced to the growing difficulty of getting into a "better," i.e. Ivy, college. Still, Trinity is now allowed to be freer, as well as more selective, in who it takes."

"We may, in taking different kinds of kids, be reflecting the times as well as our own interests," thinks Muir. "We look for different things in independent school boys. But most independent schools are changing their own attitudes, and the most conservative prep schools now take Negro ghetto kids. And then, the College is becoming a little more attractive, a little more selective."

One improvement in the Admissions Office might be the adoption of one of Wesleyan's programs. At Wesleyan, the Admissions Office is also the Freshman Deans, under the theory that Admissions knows the freshmen better than anyone else. According to Calhoun, the feedback helps Admissions slightly in its primary function, with approximately 10% of applicants admitted or rejected for what Admissions has picked up. Muir favors the adoption of the idea, feeling that there is currently no outlet for freshman problems, but points out that Admissions is currently undermanned for such an extension. Wesleyan has six men on their current staff, compared with three and a half on Trinity's. An extension of the Admissions staff would allow Trinity to put more men on the road during the short recruiting season, as well as other benefits.

The Wesleyan working paper comments on extracurricular activities in a manner that might describe all information available about a candidate, and indeed be the eulogy of any admissions office or policy:

"The list of such marginal factors in selection is long, and each year among these priorities shift. The criticism of 'admission policy,' with regard to these factors, depends largely upon the individual tastes and interests of the people examining these matters. The challenge is not to declare such information about candidates null and void, but rather to handle it in the proper perspective with the full interests of the Wesleyan community in mind (an almost impossible task).

## INSIDE

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## THE TRIPOD

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