

The Trinity Tripod

Vol. LXVII, No. 48

TRINITY COLLEGE, HARTFORD

May 2, 1969

Camp-Out Protests Room Shortage

In tents fashioned of blankets and clear plastic, fifteen students joined a Wednesday night "Camp-Out" on the Quad to protest the housing cramp that four years of expansion will produce.

Meanwhile, Director of External Affairs Thomas Smith found that "a realistic estimate of dormitory beds needed in September,

For preview of next year's room situation, see page 3.

1969 is 1196." The capacity of College housing, provided Jarvis six-man rooms accommodate eight next year, goes only four beyond that number.

Explaining how the College is determining the capacity of its dormitories, Dean Smith noted that rooms described as "normal" were filled to their desired capacity. Smith pointed out that a dormitory described by the adjective "maximum" is actually over-crowded. He admitted that next year the "crunch" will be on Jarvis.

But Brian Rogers '72, coordinator of "Camp-Out" who spent the night in his Jarvis bed just off the

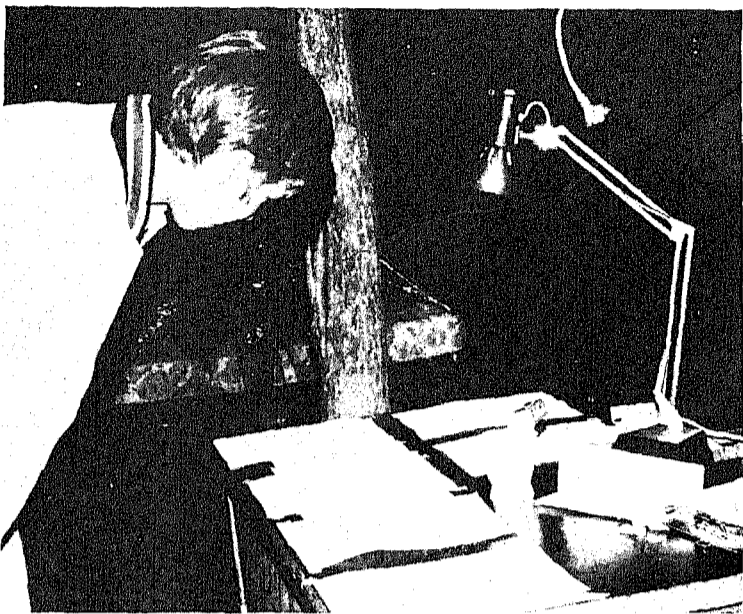
Long Walk, is worried about September, 1970. He predicts that by that time the College will need an additional 100 beds.

Leonard Tomat, assistant dean for community life, told the TRIPOD that the College is "on top of the rooming situation." Negotiations for rental of an apartment house near the College are underway, said Tomat, and results are expected by the middle of this month.

If the College is unable to rent the apartments, Tomat continued, construction of a new High Rise dormitory, probably in the South Campus area, will begin as soon as possible.

While the "Camp-Out" group is not necessarily opposed to what the newly-formed HELP (Help Eliminate Lockwood's Policies) calls "spiraling expansion," its members feel that if the College is to expand, it ought to do it right. They note that rapidly increasing building costs (1 1/2% per month) and a rising prime interest rate "mean that the College should start building as soon as possible."

A petition calling for construction of a new dormitory by the fall of 1970, which collected close to 200 signatures on Wednesday, is now circulating among both students and faculty. According to Rogers, buying or renting an apartment house near the College might be another alternative.



(Will Whetzel)

Out on the Quad Wednesday evening, a student reads the "Camp-Out" petition, which calls for a new dormitory by the fall of 1970.

HELP's Letter Elicits Reply From Lockwood

In TRIPOD interviews Wednesday members of H.E.L.P. stated that they were satisfied with the response President Lockwood had given to an open letter which they had addressed to him and posted under Cook Arch. After a two-hour private meeting with Lockwood members of the organization with-

drew their request for public consideration of incidents in which they charged the administration had "proven itself either inept or unwise in methods taken or decisions reached."

Members of the group, though refusing to discuss the incidents, admitted that they had concerned individual members of the faculty and administration. In his reply Lockwood termed the criticism "unfair," commented that "it is not the policy of this administration to discuss in public individual faculty and administrative appointments." After their meeting with Lockwood three members of the group expressed their agreement with the administration policy.

Michael T. Gillette '71 commented that the members of the group had "misunderstood a few things" and that "bringing these matters out in the open would have hurt certain individuals." Robert W. Duncan '70 stated that Lockwood "explained things in a way that was quite satisfactory and took the route that was least harmful to the College."

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President's Meeting With Students Described as 'Boring Talk Fest'

"A boring talk fest" commented Stuart W. Mason '71 describing Monday's informal meeting at President Lockwood's house between several student leaders, Dean of Community Life Roy Heath, and the President.

Noting that "some good things" did come out of the meeting, Mason declared that it was "significant because of the people who weren't there." According to Mason some of the significant groups on campus, notably S.D.S. were not represented.

President of the Senate David W. Steuber '70 agreed that many

people were not represented at the meeting but added that the "most important thing" was the establishment of "improved communication." He termed the meeting notable in that it served to "humanize" Lockwood's office and person. According to Steuber, one of the primary topics discussed was the newly passed Student Bill of Rights. The students explained to the President that the Bill set forth what was believed to be the "intrinsic" rights to the student body and that those rights which were not yet, in effect, valid would serve as long range goals.

Mason, however, found "misunderstanding on both sides; not necessarily in communication." Calling the meeting "too large to adequately talk about anything," he expressed concern that Lockwood was a "particularly inaccessible person" and that the entire administration has "little report of the student body." Because of the massive problems created by expansion, coeducation the new curriculum, and a review of the colleges investment program, "the administration is closed to the student body" he explained.

"Dr. Lockwood's concern was with the possibility of irreparable damage as result of a misunderstanding" claimed Steven R. Lundeen. Terming the session valuable, Lundeen stated that the President had made a "modest beginning." He also agreed that the group was not really a cross section, but said "most of the people

present were student leaders in some sense."

James H. Graves '71 stated that the sentiment most expressed was a general feeling of "isolation" in the student body. He also cited the fear among those present of "a lack of reason" and an "unwillingness to compromise" on the part of student leaders. Lockwood, he declared, was "visibly concerned with non-negotiable issues." He saw the meeting as an attempt by Lockwood to sample student sentiment.

TRIPOD Poll Indicates Favorable Senate Response to SWAP Proposal

by Richard Klibaner

Reaction seemed favorable among Senators toward the SWAP proposal concerning Social Relations, a TRIPOD poll showed late Wednesday. "It's the first proposal I've seen to bring student power together, which is desperately needed so that we don't get walked on," freshman Senator Peter Crawford commented.

Glenn Kenney, also a freshman, spoke of the "definite need for some coordinating body," that "together we stand, divided we get kicked around." Kenney called the guidelines a little too broad, and mentioned that "the business about the fraternities in the proposal is a tender point."

George Graves, '72, agreed with

Kenney, questioning the possibilities of passage of the section concerning fraternity selection as "violating any independence that the fraternities have declared in reference to selection and existence." Graves, too, supported the general intent of the resolution, stating that he believes "the purpose of this is to create and establish student power at the college while protecting the rights of fraternity men and the independents."

Carlo Forzani, '70, questioned the need of "such a huge bureaucratic machinery," that he's "not sure that the machinery will work considering the divergence of opinion on the campus."

Anti-War Petition Circulates

Support for The New England Student Coalition, a newly formed group pledged to reassert "continuing concern and increasing frustration at the course of the war and the negotiations" developed on campus yesterday as a widespread petition campaign was launched.

The petitions, which may be signed at Mather Hall today, state as follows:

The Vietnam War is now the longest war in American history. The fighting has raged for more than eight years. More than 33,000 Americans and countless Vietnamese have died. America's critical domestic needs have been neglected. Yet, in the spring of 1969, the war seems as far as ever from settlement.

By November 5, 1968, both major Presidential candidates were pledged to the swift and honorable settlement of this war. Both had promised that this goal would be the first priority of their administration. The results of that election committed America to peace. But peace has not come.

We students believe in this nation's commitment to peace. Many of us worked through political channels trying to bring it about. Since the election we have been silent, hoping for a reorientation of our national priorities and an end to our involvement in Vietnam. We fear that our silence and the silence of others in positions of prominence has been misinterpreted. We now feel compelled to raise our voices again, to reassert our continuing concern and increasing frustration at the course of the war and the negotiations.

The Paris talks have been in session for nearly one year. They have produced no tangible results. The Johnson-Nixon strategy seems to expect Hanoi and the National Liberation Front to capitulate on essentials while the United States maintains its war effort.

This is no way to a swift and honorable settlement. Such a settlement can only come when

(Continued on page 3)

Faculty Seeks New Decision On R.O.T.C.

by Mike Zimmermann

Random samplings of faculty opinion on the question of AFROTC on the College campus showed most of those polled to be moderately indifferent to the issue. Few of those spoken to either strongly support or reject the current "Confront Campus Militarism" campaign.

Recalling that "twenty years ago, when ROTC came to Trinity, I wondered if it deserved credit," Professor of English John A. Dan-do continued that "I also recall that when the Korean War broke

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Trinity Tripod

EDITORIAL SECTION

Friday, May 2, 1969

Dr. Lockwood

As the first year of the Lockwood Administration draws to a close, we feel that it is worthwhile to consider the character and quality of the leadership that the President of the College has provided. The TRIPOD offers this evaluation not as a final judgment, for we realize that Dr. Lockwood is just beginning to define his goals for Trinity.

In terms of fulfilling his primary objectives, Dr. Lockwood has been exceptionally successful since assuming his responsibilities as President last July. He has demonstrated a remarkable ability to inspire a conservative Board of Trustees to accept liberal innovations. The administration played a decisive role in convincing the trustees that the transition to coeducation is vital to the survival of the College, and that a substantial increase in faculty salaries must be the institution's principle financial priority.

However impressive these achievements are, they do not obscure the disturbing fact that Dr. Lockwood has failed to establish a rapport with the undergraduate community. He is still a remote figure who appears as aloof from the undergraduate community as his predecessor was during his final year at the College. Inscrutability is a quality that is often useful for an individual who serves in a leadership capacity, but the lesson of Harvard and Columbia is that it can have disastrous consequences in the sensitive environment of an academic institution.

While it is difficult to determine precisely the reasons for the President's unsatisfying relationship with the student body, we believe that the problem has its origin in his first all-College address. Dr. Lockwood's unwarranted hard-line on campus discipline caused an unfavorable first impression, and has left a residue of mistrust. Furthermore, his promise to "separate" from the institution students who participate in a campus disruption has severely compromised his own alternatives in the event of such a crisis.

* * *

It is both unfortunate and surprising that Dr. Lockwood has not been able to develop effective channels of communication with the undergraduate community; for he has consistently shown a desire to understand student concerns. His Tuesday meeting with students over the issue of dormitory space indicates his willingness to gain a broad perspective on the problems of the College. But the President's good intentions are undercut by his devotion to a committee structure that does little more than foster the illusion of student participation in the governance of the institution. He should realize by now that these ever-proliferating committees are not helping him gain the understanding of undergraduate attitudes that he must acquire if he is to be a successful President.

The many changes that have occurred at the College during the last nine months prove that Dr. Lockwood is a man eminently qualified to govern the institution. It is for this reason that it is imperative that he give careful consideration to the problem of his isolation from the undergraduate community of the College. It is not necessary for a college president to be a charismatic leader, nor would we appreciate a back-slapping politico who prides himself on the fact that he knows every student by his nickname. But it is essential for a college president to have the friendship and trust of all constituent bodies of the academic community.

Trinity Tripod

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Obviously, the opinions that appear in this paper are those of the Editorial Board.

On Black Studies

by Kermit G. Mitchell

The emphasis and direction of the issue of Black Studies has often been obscure, if not altogether wrong. The emphasis has been on Black Studies solely for the benefit of Black students. There is a very valid case for Black Studies so that Black students may be able to concentrate on Black literature, Black history and culture in America, as well as African history and culture. To view the case for Black Studies from this very limited vantage point, is to ignore the greater value to be gained from the availability of a Black Studies program.

The sociology courses are of little worth to Black students. At this point it would be the same as asking a student to study books that he could have written himself if he had but just taken the time or had the talent and inclination. If there is anything that is rather common among Black people, it is the problem of overt and covert discrimination, poverty, and frustration in their efforts to realize themselves as full fledged American citizens consistent with the American promise. A Black person has very little need for someone to tell him like it is to him. He knows and has lived it like it is. There is little value in his studying poverty and discrimination in America other than to come out of the course with the statistics because there are few things concerned with poverty and discrimination in America that he has not lived with all of his life. It would be somewhat like telling him what he already knows. Obviously this would be a waste of time for the Black student.

Rather the more profitable and acceptable position would be that Black Studies should be part of the curriculum in survey and advanced forms as a means of educating WHITE people on the problems of poverty, race discrimination, and 2nd class citizenship. If the function of an education is to prepare a person with the facilities with which he or she could more effectively deal with life and

become a more productive citizen, then it surely is necessary for there to be a Black Studies program for Whites. It is a joke, a lie to grant a degree to people and call them educated when they have not been exposed to the problems that are tearing their society apart. Further, they could not possibly have the solutions. To pump people into the mainstream of America to fill the positions of responsibility, and not to have at least exposed them to the problems that they are very likely to have to deal with is irresponsible, if not almost criminal in today's explosive society. Here is the crux of the argument for Black Studies. Not that Black people need to find out what they collectively already know, but rather that WHITE people find out about the problems of Black people, be able to relate better to the total fabric of society rather than just to their own little thread, have a forum on which the problems can be discussed and the solutions intelligently and responsibly sought and explored. Black people could be highly instrumental in insuring that this forum fully and accurately represents the Black position.

One of the main problems in America today is that there really are two separate Americas: one White, one Black. Therefore it is common that Black students have never had any other relationship with White people other than having been used, exploited, or discriminated against by White people. Taken in this context, it is not hard to see the reason for the hard line taken by Blacks. Blacks tend to distrust, dislike, even hate for very concrete reasons, not because of some arbitrary reason like the color of skin, the texture of hair the race or religion of the person, but rather because it has been the nature of this person to use the Black person, to exploit the Black person, to arbitrarily and illegally discriminate against the Black person. Truly the convulsive nature of the Black reaction that spills its bile out onto White

society has basis. No thinking, feeling man could long endure such oppression for long. I can think of no academic issue that is worth dying for, but when it comes to the issue of Black children starving, being bitten to death by rats, sisters, mothers, grandmothers being abused and raped by society, or Black men being fully accepted and respected as men, Black people have come to the junction of rather dying for a future than living in the conditions of the past.

The demonstrations in the streets are only a revolt and convulsion of Black people against these conditions of the past. These demonstrations are not, nor never have been considered to be the ultimate answer or solution to the problems. The demonstrations were to bring before the face of the world the conditions that were oppressive in 'the other America.' It is the responsibility of both America's to work to come up with viable, workable solutions. For White America to approach the problems without adequate exposure to the components is to subvert all efforts for acceptable solutions. This is the case for Black Studies. It is the responsibility of the academic society to broaden the perspectives of its students and faculty such that both Blacks and Whites can come to see and understand the other side of each other which each has never been aware of before. The perspective of White America has been overwhelmingly represented, if not exclusively, and the case for Black Studies is to simply bring the Black perspective into focus and thereby attempt to bring the situation into balance.

CONN. COLLEGE

Connecticut College has joined Wesleyan and Trinity in a course interchange. Students next fall may take courses at the New London school as part of their regular course load. Further information is available in Dean Winslow's office.

Miss Francis' Vegetable Garden

by R.J. Reynolds

Sit down in a comfortable chair with a glass full of your favorite beverage, flick on the "sounds" and drift back through the years to your second grade classroom. You have just proved, to the wonderment of everyone around you, that you possess the ability to spell "vegetable" correctly. Your teacher and classmates, of course, were not aware that spelling "vegetable" was your tour de force; you had learned it before you attended your first day of kindergarten. Nevertheless, you beamed as the surrounding doltish faces gazed upon you in intellectual awe. Teacher was sticking a gold star beside your name on the progress chart tacked to the front of her desk. A few minutes later she was echoing the words of your first grade teacher saying, "Remember children, you are here to learn. I hope that each of you will take advantage of this golden opportunity. Michael (you beam again!) is class champion; he has more gold stars than anyone else. We'll all try to get more stars than Michael has, and keep him on his toes, won't we?" Not only were you her coercion instrument, but she was emphasizing the intellectually death-dealing idea that somehow outside the classroom learning stopped. You sat down with your parents after dinner cramming into your impressionable little head what you hoped would be more gold star facts than any other kid could possibly master.

Don't get up yet, for we've only just begun.

Amble back to the present making sure to count all the gold stars you've garnered along the way. Are you chalking up as many today as you did way back in second grade, or are you (hopefully, yes) not satisfied with the contemporary gold star metaphor known as grades? Do you enjoy, savor, and apply to your life outside Seabury Hall what you've read in your books, or do you simply drink the books like cups of coffee and let what they hold run out into the examination urinal? Will you ever pick up a book once you are graduated, once the pressure for grades is removed, or will you be dashing hither and thither grabbing for gold star cash and not really liking it? Take off your earphones, gulp down the remains of your drink and THINK about it.

Do you frequent the "brary" nightly to finish your work in time to watch The Tonight Show, or do you go to the library as often as you feel like to enjoy yourself? If you haven't guessed by now, I would like to see grades abolished. I find them meaningless insofar as evaluation tools are concerned. There is, however, another side to the issue. For those of us who have been chasing the not so elusive gold star since we were six years old, abolishing grades might destroy us; we wouldn't know what we were working for. For those of us who never managed to win a universe full of the damn things, abolishing grades will leave us momentarily without something to scream about. And finally, for

those of us who never particularly cared about the little five pointers themselves, abolishing grades may pass us by unnoticed; we'll be reading, talking, writing, enjoying ourselves somewhere. For those of us, labeled by the bureau of semantics as "the naturally curious" to whom gold stars have always been fringe benefits of the answers to our never ceasing questions, grades are commodities which can be viewed with a "take them or leave them" attitude. We agree, nevertheless, that grades should be eliminated for it is indeed sad to see our colleagues beset with meaningless, totally unnecessary and altogether unrewarding pressure. In addition, we see the complete absurdity of grades when written or verbal evaluations of our efforts do not appear with grades, as all too often they do not.

Perhaps as I said earlier, many of us will be lost without grades to lure us on to academic achievement rather than intellectual growth. "Better late than never," however, strikes me as being applicable -- it's never too late to learn how to think. One thing more and then I'll let you go. Do you remember our first big spelling word? Funny, the first impressive word we spelled was "vegetable." Perhaps that was Miss Francis' clever way of introducing us to foreshadowing. Even vegetables can grow, however, if provided with the proper stimuli of sun and water. "Wait a minute. The sun is a gold star!"

LETTERS to the editor

'ploy'

To the Editor,
"ROTC (not to be confused with WRTC)"

Ploy: that the policy of the suppression of the individual by the army, or what have you, is by deduction (not deduction or induction; this is mere duction) a destructive effect on the policy of "diverse student body," and therefore should be suppressed (this is a philosophical argument, with, admittedly, no attempt at practical value or concrete recommendation).

Counter-ploy: that a truly diverse student body includes those Luftwaffe types who go around like stormtroopers kicking in doors with polished (highly) jackboots, and that PLOY is wrong, as it is stupid and philosophically indefensible.

Counter-counter-ploy: (not to be confused with ABM system) you are all wrapped up in your own tangle of attempts at philosophical thinking and don't know where it's at; furthermore, you are a dirty snot-nosed punk and I hate your guts.

Counter - counter - counter - ploy: you are a dirty white mother-fucker racist, going to a fascist oppressor school and probably support the war in Vietnam, anyway

Counter - counter - counter - counter-ploy: let the people decide so they can screw themselves and not have us to blame

ALT: C-C-C-C-ploy: let the people decide since it is an insignificant issue and so that they can think that they are determining their own futures.

Christopher Gray '72

'ape-shaped android'

To the Editor:

We are writing this letter in hope that it will be published in spite of the threats unto our lives by a band of heretic animals.

It is now 2:30 A.M., April 29, 1969, and we four true believers are trapped in an abyss of despair (a Jones double). Why our hapless plight?

We were in the midst of a festive hymn sing in honour of the late dear departed J.C. on this, St. Marvin's Day, when without any provocation whatsoever, we were brutally attacked by a horde of non-believing ruffians for our liturgical singing of Rock of Ages, Hail Thee Festival Day, Handel's Messiah, and that all time great, A Mighty Fortress is Our God.

An enormous, ape-shaped anthropoid in his nighties, with the I.Q. of an average plant, willfully and knowingly, with malice and forethought did cast the first stone (in this case an enormous globular plastic thing filled with water i.e. "water balloon") on our captain. He was followed into the room by a mass of Satanic followers, which, with a look in their eyes of mad but empty minds, did wreak havoc on our bodies. Our souls remain intact.

With no apparent recourse to the Trinity College "judicial system," and because of T.C.C. Action 4, we appeal to the public conscience and the Highest Court for justice.

Respectfully,
The Brothers Four

RIDES

A new procedure will be instituted on Monday May 5 for students to solicit rides or riders. A list in Mather Hall will be made of all persons who desire a ride, where they want to go and when. A separate, but similar list will be kept of persons offering rides.

'stupidity'

To the Editor:

I am writing with regard to the stupidity of the camp-out. The political motives behind it are self-centered at best. The College has much worse problems than crowding in the dormitories -- faculty salaries, for instance. The people in North Hartford would be glad to have eight people in a Jarvis suite. Worst of all, these people have not tried to talk or work with the administration.

Peter Crawford, '72

HELP Members Find Lockwood's Response Satisfying, Edifying

Continued from page 1)

Members of the organization had also criticized Dean of the Faculty Robert W. Fuller for the manner in which he has dealt with certain faculty members. Gillette stated that this subject was "more or less avoided" during conversations between HELP and Lockwood, Randolph S. Gretz '70 termed some of the criticism of Fuller "unnecessary" and commented that further questions concerning Fuller's actions "will be taken up with him."

Other questions raised by the group in their open letter concerned the College's scholarship policy and the possibility of instituting a "fixed" tuition at the College. In his reply to the group

Lockwood commented that "it is impossible to fix tuition if as a country we cannot fix inflation." "Costs rise too rapidly to permit us realistically to fix our income four years in advance", he continued.

Duncan stated that the group had received assurances that Lockwood would consider the possibility of including in future catalogs a statement concerning the expected rise in tuition during the next four years, and expressed satisfaction with this agreement. Richard R. Wyland, who did not attend the meeting with Lockwood, disagreed with Duncan and questioned whether the President had understood the group's proposal under which an entering stu-

dent would pay the same tuition for four years, and under which different classes would pay different tuitions to offset the effects of rising costs.

The organization also questioned the College's decision to allot special funds to provide scholarships for black students. The group asked whether this would produce "a situation of economic extremes" at the College. In his letter Lockwood replied that such a situation of "economic extremes" would "defeat our goals as a College." He noted that 32% of the student body is receiving financial aid from the College and expressed his willingness to "take into consideration" the group's views while giving "further review to the questions of financial aid and admissions."

Lockwood concluded his letter by expressing his "disappointment" in the lack of "student involvement" in the open meetings of groups such as the Trinity College Council and the Long Range Planning Committees, which provide channels of communication between the administration and student body.

TIC Appoints New Directors

The Trinity Interaction Center has reorganized itself for the third time this year. "This time", Chairman Bill Searle '70 says, "we'll either get ourselves and this College off our asses and get moving or we'll kill the organization and stop pretending we care". Searle went on to say that the current Board running the center is composed of almost entirely new people. People with interest and desire to work on programs themselves have been asked to serve on the new board, which includes Drs. Sleeper, Miller, Steele, Decker and Mauch, Mr. Smith of the administration, and students Searle, John Gaston '71 (vice-chairman), Marvin White (treasurer), Chuck Hosking '70, Peter Jessop '72, Jack Luxemburg (director of community relations) and Bob Hurst '71.

The Interaction Center also has a new status, according to Searle "we are now an agency under the office of the President." "However, the President has agreed to allow the governing board of the Center to make decisions on programs."

The Center is currently working on programs for this summer and next year. Searle emphasized that the Center was trying to set up some sort of structure to provide opportunities to as wide a variety of students and faculty as possible. "Anyone who has a project or would like to run one is welcome to come to us with it. We'll try to help him in any way we can with contacts people and money." He emphasized that people running programs would be quite independent of the TIC.

Campus Housing, 1969

CAPACITY, 1969-1970

Dorm.	Cap.	Degree of utilization expected
Seabury	20	normal
Ogilby	27	normal
High Rise	128	normal
Allen Place	60	high but less than max.
Cook	79	slightly over normal
Elton	106	normal
Jones	137	normal
Northam	38	normal
Goodwin	25	normal
Woodward	29	normal
N. Campus	131	normal
Jarvis	174	maximum
S. Campus A	111	normal
" " B	93	normal
" " C	42	normal

All Dorms,
Total Capacity 1200

FRATERNITY CAPACITY 1969-1970

These capacities indicate what number of men COULD be housed in the fraternities.

Alpha Chi Rho	15
Pi Kappa Alpha	10
Delta Phi	11
Sigma Nu	16
Delta Kappa Epsilon	11
Psi Upsilon	11
Total	74

Expected Enrolleemnt, September, 1969: 1375
1385*

Number of non-residents, PROJECTED on basis of 1968-1969 enrollments (i.e. 11% total enrollment): 152

Number of dormitory beds needed, September, 1969 (1385-152-74) 1159

*number could be slightly lower, might be slightly higher, depending upon outcome of freshman admittances; if it seems to be going higher, can be cut back by not admitting transfers.

NOTE:

A. Fraternity space is not likely to be utilized to capacity. It is expected that 64 men will be housed in them.

B. The projected rate of non-residence is probably high, a non-residence rate of nine percent is more reasonable. This will mean that about 125 students will live off campus.

C. Allowing for A & B above it seems that a realistic estimate of dormitory beds needed in September, 1969 is (1385-125-64) 1196.

Situation as of 5:45 p.m. on 4/30/69

1. Open rooms: 11, all doubles in Jones.
2. Number of present freshmen who applied for singles or specific doubles and not given spaces requested: 47.
3. Number of present sophomores and juniors who wish to be accomodated but were not because they were late: 9.

NOTE:

bedless number 55, but normal attrition (estimated to be about 30 to 35) between now and September, in addition to utilization of 22 places in Jones, should mean that none of the unassigned will remain so. They will be notified in August of their assignments, if they are not able to work something out before summer.

Faculty 'Indifferent' To ROTC Question

(Continued from page 1)

out, we were all thankful that we had the ROTC detachment so that we were able to keep some students."

In 1953, at the height of the fighting in Korea, 553 students were enrolled in the ROTC program. At the time, this number constituted well over one-half of the student body.

Noting that "as a teacher of English, I find the irony of the change appealing," Dando somewhat humorously noted that in his "Tract on Education," John Milton defined a "complete education" as "that which magnanimously prepares young men for all of the affairs of both peace and war."

Assistant Professor of English Hugh Ogden said that he was unsure about what, if any, role ROTC should play on the campus, emphasizing that "this is not to imply support of the military."

One faculty member, who asked to remain anonymous, would say only that "I want to wait and see how the faculty and the rest of my department feel about all of this before I comment."

Declaring that "I don't really

feel competent on the subject," Professor of Mathematics Robert C. Stewart explained that "as a faculty member, I voted to have the faculty standing committee on curriculum find out about it. Twenty years ago, the climate was different, and I think the time has come for us to re-examine the relationship."

Stewart said that he felt it necessary to "look at problems in terms of their magnitude. There are enough REAL problems facing the College."

Describing himself as "not swayed by the SDS rhetoric," Professor of Economics Robert A. Battis also insisted that "I don't have all the facts. I do question some of the arguments of both sides." As an example, Battis said he questions depriving ROTC of credit, when under the new curriculum credit may be received for physical education. In conclusion, Dr. Battis said that it was his belief that "dropping ROTC won't change anything -- it won't stop any war. It's too bad that more isn't done to stop ABM."

Anti-War Petition

(Continued from page 1)

The United States ceases to impose its will on the Vietnamese by military force, only when it permits the Vietnamese nation to determine its own political destiny. The interests of the United States can no longer be equated with the fortunes of the Saigon military government.

Therefore, we propose that the United States:

1. Withdraw 100,000 American troops by July 1, 1969.
2. Withdraw all American military personnel by June 1, 1970.
3. Cease bombing Laos immediately and refrain from bombing North Vietnam.
4. Immediately cease all search and destroy operations and all other offensive operations.
5. Encourage the South Vietnamese government to negotiate a political settlement with the NLF which would create a government broadly representative of all elements of South Vietnamese society. The precise character of this settlement is for the South Vietnamese to arrange. Spurred to action by the certain knowledge that the prop of American military support will soon be gone.

WRTC-FM 89.3

UNDERGROUND
REVISITED

Every Friday 10:00
PM till 2:00 AM

with
brinkerhoff



Millermen Trip Jeffs

Don Miller's frosh baseball team continued to roll at Amherst Wednesday afternoon by whipping the Lord Jeffs, 3-1, behind the steady pitching of Steve Fink. The win ups the team's record to 2-1 on the season.

The game was a classic defensive battle, quite a switch from the offensive marathons which characterized the frosh's first two contests. Trinity received a stellar performance from pitcher Fink, who struck out ten and walked five before tiring in the eighth frame.

Trin struck first in the third inning when Fink singled, stole second, and went to third on an Amherst passed ball. Tom Shaible's single scored Fink for the Bantams' first tally.

The Hilltoppers added another run in the next frame when Bill Zachry reached first on a fielder's choice. He advanced to second on another fielder's choice, before scoring on Steve Fink's single.

Scoring settled down once again until the Bants struck for their final run in the sixth stanza. Once again Zachry reached first on a fielder's choice, with Steve Sylvestro out at second after his single. A wild pitch advanced Zachry to second, while free passes to Jim Doyle and Dave Nichols loaded the bases. Trinity decided to score the easy way, as a third straight base on balls, this time to Tom Birmingham, scored the Hilltopper's final tally.

Amherst managed to come up with a single run in its half of the sixth, as pitcher Fink began to tire, but Trinity reliever Bill Foster took over for Fink in the eighth to preserve the Trinity victory.

Trinity wound up with seven hits to just five for Amherst. Steve Sylvestro and Steve Fink headed the offense with a pair of singles apiece.



The Trinity crew team has gotten off to a fantastic start in this year's season. The heavyweight crews all remain undefeated as they head into this weekend's action at the Rusty Callow Regatta in Worcester, Mass. In the photo above, the varsity crew, in the far lane, has a half length lead over Amherst. Below, the JV boat has opened up a 2½ length lead, also against the Lord Jeffs.

(Dix Leeson)



Frosh Come Close

UMass Rips Stickmen

The Trinity Lacrosse team has survived a nightmare, losing to an "improving" University of Mass. team 25 to 2 here on Tuesday. Totally outclassed at every position, the Hilltoppers were treated to a practical lesson in controlled play despite commendable efforts to avoid what might be termed the Summit Street massacre witnessed to the end by only a few stalwart lacrosse enthusiasts. Unprepared for such an onslaught, the Trinity lacrosse squad had trouble maintaining its own self confidence in the face of impossible odds. Unfortunately, the college community at large is unaware of the extent to which lacrosse prowess is stressed at the University of Mass. In this con-

text, the Bantams can only hope to learn from such an encounter.

Although the UMass instructors were somewhat less than understanding in outlining their success formula, the naive Trinity players were perceptive enough to correct some of their defensive inefficiencies as the game progressed. Yet in each instance, State saw fit to experiment with a new offensive formation designed to further antagonize their helpless foes. Defensively, the local stickmen were baffled, but not to the extent that they can be considered inferior to the schedule's remaining feasible competition which includes M.I.T., Union, and Wesleyan. Such an analysis is not meant to discourage the Trinity team or its supporters for they can certainly continue to feel confident in their ability to play well against their remaining opposition, despite the overtones of such a one-sided score.

Netmen Beat Rhode Island

The Trinity tennis team notched its second straight victory of the season at the hands of Rhode Island on Monday in Hartford.

The Trin netmen, coached by Roy Dath, scored four singles victories and two double triumphs in defeating Rhody 6-3. They take on M.I.T. tomorrow away.

Captain Mike Beautyman continued his fine play at number one as he triumphed 6-2, 2-6, 6-4. Chuck Wright needed three sets to win 6-0, 3-6, 6-3.

Sophomore Ron Cretaro, playing fourth, won 6-1, 6-3. Bill Anderson lost the first set at sixth man, but rallied to win 4-6, 6-3, 6-2.

The Bantams needed two doubles victories to clinch the match. They got them as Beautyman and Wright teamed to win 6-4, 6-4, and the tandem of Alan Gibby-Cretaro triumphed 6-4, 6-3.

INDIAN HISTORY

In the Christmas and Trinity terms 1969-1970, the History Department will offer a course IDEAS AND INSTITUTIONS OF INDIA: the major features of South Asian civilization and culture from the present to the remotest antiquity.

Students with an average of B+ or better may apply to the Chairman of the Department of History for permission to take this course for undergraduate credit. The course will be given by Dr. Henry Ferguson who will be Lecturer in History in the 1969-1970 academic year. The course will be given on Tuesdays at 7 p.m.

arrow throwing, anyone?

Some wierd things have come into the TRIPOD office this year.

One of the strangest arrived yesterday in the form of a press release from the BATA. To the uninformed, the BATA is the Bow-doin Arrow Throwers Association, from the college of the same name.

It seems that the BATA is sponsoring the first annual arrow throwing world championships on Sunday, May 11, on their campus in Brunswick, Maine. They also sent along a few entry blanks.

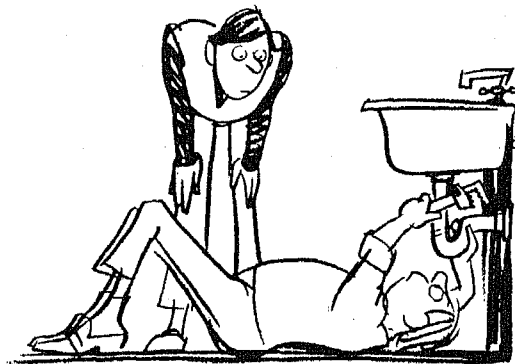
According to the release, "Arrow throwing is known to require more skill and raw physical power than any other sport. . . ordinary field arrows are used. . . the competition is for distance alone. . . the 1969 World Champion will receive an engraved gold

colored arrow and trophy."

We have been assured for the most part that this tournament is on the level and that they are looking for contestants. They promise free entrance to all parties Saturday night and say that free accommodations at the College are easy to find.

Nineteen other colleges, including UCLA have been invited. They also expect television coverage by one of the Maine stations.

So, if you're not doing anything that weekend, why not look into arrow throwing. Brunswick, Maine is only four hours away. Sports editor Pete Wentz has entry blanks (there is no charge). If we can get one person to go, we may send a reporter and photographer along to cover him.



1. Pipe broken?

No, I'm trying to find where I stashed some dough.



2. That's where you keep your money?

Sometimes I put it in the flower pot.



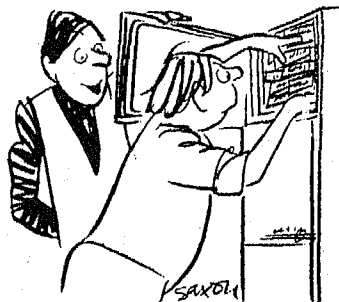
3. What's wrong with the bank?

I'd only take it right out again.



4. But that's what you're doing now.

Not quite. The beauty of my system is that I usually can't find where I put it.



5. I think you'd be a lot better off putting some of your dough into Living Insurance from Equitable. It not only gives you and the family you're going to have a lifetime of protection, it also builds cash values you can use for emergencies, opportunities, or even retirement.

I wonder if it could be with the french fries?

For information about Living Insurance, see The Man from Equitable. For career opportunities at Equitable, see your Placement Officer, or write: Lionel M. Stevens, Manager, College Employment.

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Coasties Top Hitters; Errors Prove Costly

The Trinity baseball team dropped its seventh game in eight starts to the Coast Guard last Wednesday by a 5-2 score.

The Bantams continued their second extended losing streak of the campaign by committing numerous costly errors behind pitcher Miles King. They continue to strug-

gle to achieve at least a mediocre diamond record this Saturday against Tufts at home.

Coast Guard jumped off to a 2-0 lead in the bottom of the first inning on a scratch hit and some sloppy plays by Trinity. Two innings later, the Hilltoppers came back with two runs of their own, but that was to be their only serious challenge of the afternoon at New London. The home team Coasties scored again in their half of the third and maintained that lead through the rest of the contest.

Aided by the Bantams indifferent play, they picked up a few runs here and there to win the contest for their ace pitcher, Dave DuBois.

The same shortcomings that have plagued the Bants all spring came back to spell defeat in the Coast Guard game. Trinity punched out ten hits, including three by torrid Jay Bernardoni, who is currently sporting a gaudy .412 batting average. However, "the big hit," the extra base knock with men on, was conspicuously absent from the attack.

Catcher Brian Titus has been slowed up by persistent bad luck. He continues to hit the ball harder than anyone on the team, only to have his ill-fated line drive drop into the glove of some stunned opponent.

Sophomore Norman "Caesar" April, baseball's answer to the "Pocket Rocket," began his varsity career against Coast Guard by drilling two base hits. The only other Bantam with two or more hits was pitcher Miles King, who, with the artisan's subtle sense of the occult, refuses to divulge the batting secret he has discovered which has suddenly made him one of the area's more feared hitters.

Softball

WPOP, Hartford
Capitols vs. Vernon
Street Bombers
May 9, 5:00 p.m.