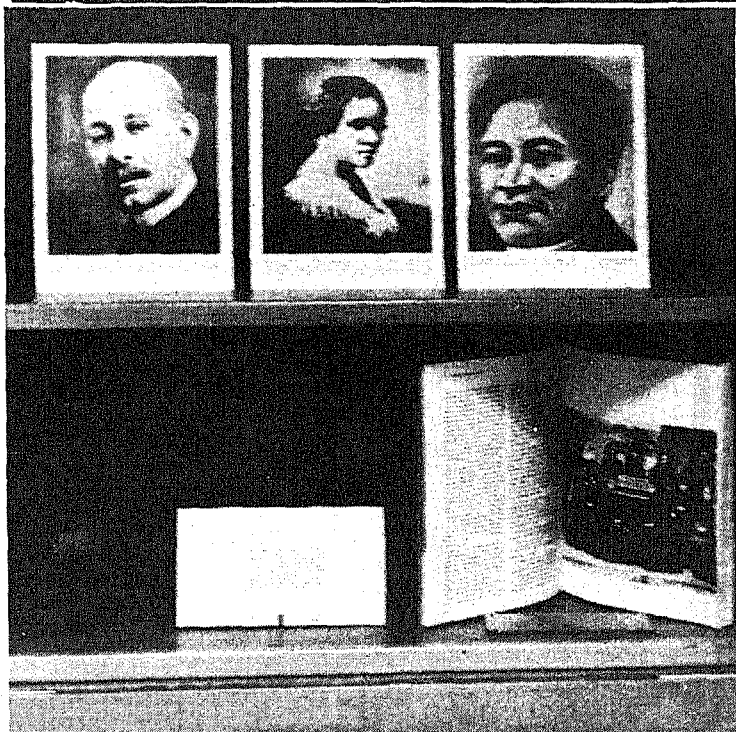


The Trinity Tripod

Vol. LXVII, No. 38

TRINITY COLLEGE, HARTFORD

February 28, 1969



From the Watkinson Library Exhibit, "From Africa to America--An Experience."

Black History Exhibit Opens at Watkinson

by Tate Preston

The Watkinson Library is currently displaying an exhibit on Black History, composed of original manuscripts and texts dating from the Civil War, and a selection of African tribal artifacts. The purpose of the display, created by Ken Reeves '72, is "To promote an Appreciation of the Black Man's Past; To encourage an Understanding of His Present Status; To enrich the Promise of the Future."

Photographs of contemporary Black leaders and celebrities, plus an encyclopedia of Black history and biography are found in the main lobby of the library.

A tour of the library display begins with several unique African tribal objects - on loan from the Children's Museum in West Hartford, including hand-made articles such as a "walking piano".

The rest of the exhibit is a selection of pictures, books, and pamphlets from the library's vast collection of materials on the Civil War, slavery, and Black culture. The selection itself ranges from the beginnings of slave trade to contemporary literature; from a world-renowned scientist to an uneducated girl.

An original and very rare copy of one of W. E. B. DuBois' (a founder of the N.A.A.C.P.) books can be seen -- opened to his conception of the understanding of the Blacks;

"One feels his two-ness -- an American, a Negro, two souls, two thoughts, two unreconciled strivings, two warring ideals in one dark body..."

"The history of the American Negro is the history of this strife -- this longing to attain self-

But the works presented are not merely those of the geniuses. A

DR. LOCKWOOD

Dr. Lockwood will hold an informal meeting with students Monday, March 3 at 4:00 p.m. in Wean Lounge.

conscious manhood, to merge his double self into a better and truer self..."

Negro tabloid with reading lessons on the first page and an excerpt from a slave's marriage ceremony stating "until death or distance do you part" illustrate the grim conditions of the mid-nineteenth century Negro.

Lord Kinross Discusses Suez History

by Jeff Bahrenburg

The opening of the Suez Canal was a "landmark in man's scientific achievement" declared Lord Kinross who delivered the second Mead Lecture in History Tuesday. Speaking on "How the Suez Came to be Made", Lord Kinross noted that the building of this canal marked the first time engineers had changed the actual geography of the earth. The Canal "changed the world's history" and indeed, clearly changed the balance of its economic and political forces, he added.

The Mead Lecturer traced the beginnings of the first man-made canals in the Suez region back to 7 B.C. when a system of waterways was started, running from the Nile to a group of lakes in the center of the isthmus, south to the Red Sea. This system of canals was continued by Darius, the king of Persia, and was completed by King Ptolemy. After a period of neglect by the Christians, the canals were revived by the Arabs in the seventh century only to be filled in and forgotten for 1000 years.

Napoleon Bonaparte revived the idea of a waterway connecting the Mediterranean with the Red Sea. Lord Kinross pointed out that Napoleon was the first who saw the use of the canal in global, rather than strictly local terms. He recognized the canal as a "bridgehead", a means of establishing complete military power, and, further, a means to destroy England.

Reaction to the outcome of the Curriculum Revision has been varied, an informal TRIPOD poll showed Wednesday. A large majority of the students questioned replied with the comment, "I haven't read it." Among those students who have read the report, there is much criticism, though a few students gave it full approval. Jeff Green, '70, one of the student members of the Curriculum Revision Committee, summed up the feelings of many students in commenting that the school could have avoided a lot of trouble if the faculty had permitted the students to vote on the proposals and to amend them before final voting by the faculty.

Steven H. Keeney, '71, president of S.D.S., cited the faculty decision to exclude students from the deliberative process as an example of the basic attitude of the school to the student population, which he feels has not changed. "It is clear," Keeney emphasized, "that the basic decision making processes at Trinity exclude the students from any basis of power. Students should have been involved in the decisions, especially on the important points of the abolition of grading, calendar changes, and the number of hours and specific course requirements for the degree," Keeney's statements were echoed by Nicholas G. Maklary, '71, who was astonished when the

calendar changes were passed against student petitions containing 850 signatures. David S. Gilbert, '70, originator of the petition stated that the amended calendar is not all that he had hoped for, but that "under the circumstances of the ten-college plan, it is the most viable solution."

Other signers of the petition were not so happy, however. Clifford T. Hauser, '71, commented that "Essentially the old system was ideal. You knew that the semester was short, and could compensate for it. Vacation periods of two to three weeks could be utilized for travel to home, pure vacation, or to work. Shortening these vacation periods may prove

to be a financial burden to many students." Robert Watts, '72, agreed with Hauser. "The new calendar stinks," said Watts. "One factor that's vital to a student is time to recuperate. Another failure of the new calendar is that it makes it more difficult to go home and spend an extended period there."

Some students preferred to talk about the topics of educational philosophy and the general aims of the Trinity students. "The curriculum leaves us with a positive opportunity which students can take advantage of without being forced into programs which are beyond their ability," commented Jay

(Continued on page 3)

Sub-Committee Stresses Community Involvement

by Richard Klibaner

The final report of the Long-Range Planning Subcommittee, which is discussing the College's relation to its environment, was released Wednesday. The report accuses the College of having for "too long been a community of minds where practical education and application of knowledge have been of only secondary importance and not worthy of academic endeavors."

While stressing that "it is high time that our intellects were allowed to confront the realities of our environment" the report warns that "it is of paramount importance that any programs of increased involvement have an integral relation to the purpose of the institution, i.e. any programs or actions must be considered to have educational value."

The report suggests a number of ways in which the College can "offer its students the fullest chance for constructive achievement in the outside world" on the local, national and international levels. In the area of local involvement "there should be a massive involvement in the surrounding community" in order to "expose students to life in an open society" and "better meet the needs of the community." The subcommittee's statement cautions that these efforts "must not be forced on the environment, but should be in response to its needs."

The subcommittee lists examples of such involvement including: "using the College's economic power; spending and investing to advance the expressed needs of the community," "providing housing for citizens of the community as well as for students," and "providing college level training for para-professional residents of the community."

In dealing with involvement on the national and international level the report states that "part of an open college experience must be exposure to other cultures, especially those of minority groups." The report suggests specifically that emphasis "be placed on the American Black culture and non-Western cultures." The subcommittee's statement recommends that programs of involvement "be fully integrated into the regular College curriculum and supported by all segments of this institution."

According to the report its recommendations imply that the college "will encourage present faculty members to be active in politics and other community affairs." "Such contributions should be a part of determining promotion and tenure of faculty members," the report concludes.

Kinross declared that, because of the hostile attitude taken by Britain and the passive indifference of the French, the canal became a one man project. The work began despite opposition from all sides. The initial digging was done by hand through the work of thousands of Egyptian laborers. The technical challenge, Kinross pointed out, was in the organization of the transportation of water and supplies. During the course of the work, various financial problems were encountered with the French viceroy. The British government realized that the canal could not be prevented and thus wanted to delay the construction and destroy French influence. De Lessops had to stave off Britain's attempts to deprive him of a labor force and his access of the necessary land.

Finally, in 1886 the Suez Canal formally opened. It was 300 feet wide, 26 feet deep, and 100 miles long. The British, Kinross noted, soon emerged as chief beneficiary of the canal. In fact, he added, they contributed two-thirds of the total trade. This "active influence" manifested itself in a continuing political interest throughout the years.

In closing, Lord Kinross noted that with the Israeli occupation of 1967, the Suez Canal has become "the fortified ditch of Lord Palmerston's nightmare." He concluded that, as a result of its consequent closure, the Suez may remain "just a military frontier between two nations."

After capturing Cairo in 1798, Napoleon made an expedition to Suez to consider the feasibility of the canal. His chief engineer, however, said that no direct route could be made because the Red Sea was at a level 30 feet higher than the Mediterranean. Shortly thereafter Napoleon was forced to evacuate Egypt and the scheme was abandoned.

In 1842 Britain's Lord Palmerston was urged to construct the canal. Though it was pointed out that ample returns could be received to defray any costs incurred, Palmerston played it safe and constructed a railroad. This, according to the Mead Lecturer, was Britain's "once and for all last chance" in gaining control of the strategic canal.

In 1854 Ferdinand De Lessops, a Frenchman, signed a contract to construct a canal across the Isthmus of Suez. It was four years before the actual work could begin and, once started, it was to take fifteen years to complete. The major obstacles were not technical or financial in nature. Strong and consistent opposition, Kinross declared, was advanced by Britain. They suspiciously saw France as an unstable, unpredictable power. These ventures in the Middle East were viewed as a threat to the balance of power. Palmerston termed the canal a "fortified ditch" and expressed concern that it might hurt British interests in India.

Trinity Tripod

EDITORIAL SECTION

February 28, 1969

Urizen Unchained

Nearly two weeks ago, the Senate appointed an AD-HOC committee to examine the final report of the Curriculum Revision Committee, and decide whether the educational philosophy described in its introduction is consistent with the report's recommendations. The five students on the AD-HOC committee formulated their statement within seven days and presented them to the Senate on Sunday.

We are dissatisfied with their work, for it represents no more than a retreat to the hollow assumptions of unassailable aphorisms. At a time when the undergraduate community requires an intelligent consideration of the proposed curriculum, the Senate committee has done no more than offer a recitation of familiar clichés. Everyone agrees that "Any obstacle to a free exchange of ideas should be broken down," and that "Education should be relevant to its participants." However, the repetition of such self-evident truths will do nothing to improve the quality of education that will be available at the College in the near future.

While the Senate committee is justified in drawing the attention of the student body to the philosophy of education advanced by the proposed curriculum, it should have concentrated upon presenting specific criticisms of the new academic structure. It should have challenged the arbitrary requirement of 36 course credits; while pointing out that the imposition of such a demand often forces students to involve themselves superficially in disciplines that ought to require careful attention.

While we believe that any method of grading is antithetical to the intentions of education, we feel that the Senate committee should have initiated a discussion of the problem of the competitive spirit within an academic institution, rather than simply declare that grades should be abolished. The Senate committee should have acknowledged the fact that even the academic world is confronted with the realities of a materialistic society; and should have discussed the implications of abolishing a grading system.

The TRIPOD is not arguing for a conservative attitude toward education. Rather, we feel that a carefree ejaculation of platitudes is not going to result in the fulfillment of student ambitions.

LETTERS to the editor

'punk'

To the Editor:
If you don't like Trinity, you lousey (sic) punk, why don't you get out?

UNSIGNED

'bad taste'

To the Editor:
Trinity College owes Vassar an apology on two counts.

First for the poor judgement which Editor Green '71 used in publishing a letter of Randy Friedman '70.

And second for the bad taste of Friedman's letter itself. Perhaps Friedman is sick and deserves our sympathy.

It is regrettable, however, that we selected for the Vassar exchange program what appears to be a self-centered boor instead of a Trinity man.

Robert Toland, Jr. '44

Son of 'On Vassar'

To the Editor:
It has only been one week since my article which you so ineptly titled "On Vassar" appeared in the TRIPOD, and already news of its horrid misinterpretation is filtering in to me, up here in Poughkeepsie. For fear that I may any day be asked to leave here as a subversive force on campus, I

have decided to drudge through an explanation (where none should have been necessary), rather than eventually be pushed into a completely meaningless retraction.

To my utter amazement, many of the readers of my article (the majority of whom understandably were females), actually believed my article to be a serious indictment, instead of what it really was, a playful, satiric, exaggeration. I was poking fun, not a knife, and I apologize if my lack of technique implied the latter punishment.

As I had tried to indicate, MY INTENTION WAS HUMOR, MY TECHNIQUE, EXAGGERATION, AND MY FACTUAL BASIS, HORRIBLY ONE SIDED. I did not seek for one moment to assume the viewpoint of an Exchange student, for that would have served only to mollify and thus undermine the satiric effect of the article.

Well enough said. Most of the school, I understand did realize that I was after laughs not throats, and for these astute scholars, I hope only that they were amused. For the rest of the readers, neither an apology or a retraction is in order, only a tedious reinterpretation:

The girls at Vassar are not characteristically bitches, nor are they dirty, vicious, and the rest. As no doubt you have probably heard already, the Vassar girls

have been generally warm and generous to the Exchange students. The Exchange program is indeed a success, simply because coeducation can't help but be a more normal, more human experience. THAT I WAS ABLE TO POKE FUN AT THE VASSAR GIRLS, SHOULD ATTEST ONLY TO THE ESTEEM WITH WHICH I HAVE COME TO TREAT THEM, AND THE SOLIDITY WITH WHICH I VIEW THE EXCHANGE PROGRAM.

So Vassarites of the world, rejoice! The Ogre from Trinity does not dislike you; if anything he loves you, and asks only that you appreciate one of his few means of expressing that love, his crude, amateurish wit.

To the Tripod my congratulations for publishing my letter. Special thanks, too, must go to those female, (and possibly male), Trinityites, who not only failed to ferret out my humor, but who so ably promulgated my WORD, so as to insure my ostracism from the Vassar student body.

It is a great thing to be able to laugh at oneself - possibly one of the few means we have of maintaining equanimity. I can apologize only for my apparent inability to elicit this so very salutary reaction.

Randolph Friedman
Lathrop 103

Coeducation May Force Fraternities To Re-evaluate Admission Policies

Trustee plans to achieve a 3-2 male-female ratio in four years will, some feel, create problems for the College's eleven fraternities.

Because a sharp reduction in membership could cripple the system financially, the fraternities will be forced to decide whether to admit female members. The mere presence of women on campus may, in fact, make the need for an elaborate social set-

up obsolete.

The fraternities themselves are not in agreement about a solution. Delta Phi, according to its President's Council representative William Duane '69, "does not plan to take girls as part of the fraternity either as social members or as part of the eating club."

Theta Xi, though it hasn't articulated a specific policy, gave pledge pins to the four exchange students in its eating club --

Marian Fox '71, Deborah Rothman '71, Dorothy Swec '71, and Renee Petrie '70. On plans for further moves, Stephen Dale '70 stated, "We're enjoying the girls as they are now."

Jeffrey Gordon '69, of Delta Kappa Epsilon, feels that once coeducation is in full effect there will be "tremendous pressure" on fraternities to pledge female members, provided national chapters permit it.

Trinity Tripod

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Report of the Ad-Hoc Senate Committee on Curriculum

The Committee regarded its purpose as three-fold. First, to come to some kind of agreement on what education should be, and to present our views in a form that would stimulate discussion in the Senate. Second to examine the Curriculum Revisions and decide if there were any inconsistencies in the philosophy of the Report. Third, to make any recommendations we felt were appropriate.

A: What Should Education Be?

1. The curriculum should be as unstructured as the student wants it.

2. Education should be relevant to the participants.

3. Students should be allowed to become self-evaluative and self-critical; instead of being urged to rely on extrinsic valuations.

4. Students should not be placed in a situation where they feel that they must subordinate inquiry to pleasing some person in an authoritarian position.

5. Any obstacles to a free exchange of ideas should be broken down.

6. Education should encourage individuality; instead of encouraging attitudes of acceptance and conformity.

7. One of the most important facets of education is that it must allow the student to become increasingly self-reliant and responsible.

B: The Curriculum Revisions

After discussing the Report of the Curriculum Revisions Committee, we came to the conclusion that, while phrases such as "a

student should be self-motivated in his intellectual life" sounded agreeable to us, the basic philosophy behind the specific recommendation of the Report is more aptly illustrated by such thoughts as "Thinking is hard work, and most people avoid it with great ingenuity."

We do not feel that "Thinking is hard work," and furthermore, it seems to us that a statement such as that, is reflective of an education (if it can be called that), where thinking is MADE hard work; something to be avoided.

If education and thinking were things that people had to be forced to do, then the rest of the Report would probably follow. Since we disagree, however, we feel justified in making the following recommendations.

1. Grading systems of any kind should be abolished at the College.

2. Major requirements should be abolished, along with the necessity for choosing a major.

3. A degree in General Studies should be established at the College.

4. In accordance with Recommendation 22 of the Curriculum Revisions Committee, "Review of the Grading System," five students will be selected to form the nucleus of the Grading Review Committee. The Senate requests that the faculty Committee on Committees select five faculty members to join the five student members of the committee in the deliberations on grades.

Continuation Of Exchange Probable

Students may have the opportunity to participate in a full-year Vassar exchange in 1969-1970.

Associate Dean N. Robbins Winslow asked that all interested students contact him by the end of next week. Application procedures, he explained, will be similar to last semester's.

Vassar, planning to admit men to its freshman class in 1970, will exchange with the College on a one-to-one basis. Although preference will be given to those seeking a full year at Vassar, the possibility of a one semester stay remains open.

The Vassar faculty approved what it termed a "comprehensive curricular revision" earlier this month. Rather than a change in the curriculum itself, however, the changes seem to involve individual departments and courses. Most departments have at least modified their offerings.

The revision included creation of a program in Black Studies, though it was not established as a field of concentration. The program was formed by an overlapping of Vassar's history, anthropology, and sociology departments.

ECONOMICS MAJORS

There will be an important meeting of all senior economics majors Monday, March 3, 3:45 P.M., at Williams Memorial 301. The meeting will be held to discuss the general examination for this year.

inside magazine

the TRINITY TRIPOD

Stephen Minot Eight Ways of Looking at the Draft



What to do about the draft is probably the major question facing a man of 18 today. And yet an incredible number of people shrug it off with "I've-got-no-choice." Vietnam is littered with Americans who had a choice and didn't want to think about it.

The options are actually numerous, but here are seven to start thinking about. They are listed in the order of protest against military service, starting with mild annoyance and working toward a deep, personal commitment against the machinery of war and the society which fuels it.

1. **The Coast Guard.** Those who qualify will be placed on a waiting list. One has to be prepared to go on the date one's name comes up. College students must be willing to leave in mid-term or lose their place in the list. Non-students often have difficulty avoiding induction while they wait. But for some it serves as a "clean" form of military service.

2. **Noncombatant duty.** The noncombatant serves at the same time and in the same areas (i.e. Vietnam) as combatants. His "privilege" is that he is never required to use or carry arms. He is often employed as a medic in combat areas.

Those interested in this type of service should apply early -- preferably when registering at 18. The form, "150," is the same as the one used to apply as a conscientious objector. He must be conscientiously opposed to direct participation in all wars, but this belief may be based on an overriding philosophical conviction rather than a strict belief in a traditional concept of God. More details about applying are given in option "5" below.

3. **Occupational deferments.** The classification is II-A, the phrasing is "essential civilian employment," and the cards are stacked against the applicant. Right now, teaching primary grades in ghetto areas seems to be acceptable to many boards. But the decision is entirely up to the local board and must be reviewed each year. Some jobs in so-called "defense" plants like Pratt and Whitney have won II-A rating from local boards, but the firms will fight hardest for their top engineers.

II-A rating from local boards, but the firms will fight hardest for their top engineers.

Neither the Peace Corps nor Vista are considered "essential" by any board, but some "graduates" of these programs find themselves unofficially deferred while dangling on a 1-A classification.

One of the few occupations which **requires** deferment by law is IV-D, the ministry. Neither ministers nor full-time students for the ministry can be drafted -- even if they are caught demonstrating against the war.

Divinity school registration figures suggest that Lyndon Johnson, in addition to other contributions, may have kicked off a massive religious revival.

4. **Emotional and physical problems.** Anyone who has been hospitalized for emotional disorders or has been seeing a psychiatrist or has a physical disorder which is chronic should report all the details to his board at once. He should include letters from any doctors involved. It is important to establish his condition early. But the final decision will be up to his board or, in more cases, the medical officer at the induction center. No one should ever assume that they are eligible for a I-Y or a IV-F no matter what a doctor might say. These are "Chance" cards in a Monopoly game.

5. **Conscientious objector.** Those who are opposed to war may apply for alternate service as a I-O. This is not a deferment. One must be willing to put in two years work in a non-profit organization such as a hospital or social agency (no, not the Peace Corps -- though no one knows why).

As stated above, the applicant must be against war on either philosophical or religious grounds. The I-O status just isn't designed for those opposed to this particular war on grounds of political convictions or claims to simple sanity.

The famous Form 150 should be requested and filled out as early as possible -- preferably at 18. The form asks for a statement of beliefs, a biographical description of how those beliefs developed, an explanation of why you are not willing to serve as a noncombatant (see "2" above), and a list of adults who will claim you are sincere -- mixed up, perhaps, but sincere.

Anyone wanting to consider such a form should see a draft counselor first. It is a difficult set of questions to answer. They ask you to make basic statements about yourself and your convictions. The fact that probably no member of your board has ever faced such questions directly himself does not really make it easier.

And if the local board rejects the request, there are a sequence of appeals which require careful advice by those familiar with the Selective Service regulations.

In summary: it is not necessary to believe in God or gods, but it is necessary that you oppose war in general on some philosophical or broadly religious principle. It is also necessary that you take the time to work with a counselor and that you be willing to "work with the system" in so far as you fill out forms, appear before the board, and make appeals as the law provides.

6. **Canada.** The ancestors of many Draft Board members escaped to Canada for political reasons during the 18th and early 19th centuries. It's an old tradition. But don't tell them.

Canada will accept serious applicants for citizenship and will allow them to remain five years as "landed immigrants" without deporting them for avoiding U.S. military service. After five years, one can apply for Canadian citizenship. Canada has no draft. (They tried in W.W. I, but gave up when it was clear that the citizens wouldn't cooperate).

But no one should consider going to Canada (or any other country) unless he is prepared to become a citizen and stay there. Once one has violated Selective Service law in this country, one can be arrested the day one returns -- even as a naturalized Canadian citizen.

Going abroad is fully as serious as applying for I-O and should not be done without much thought, much reading, and extensive consultation with an advisor. One should begin with a careful study of the **Manual for Draft-Age Immigrants to Canada** and end with a visit to the area you might live in -- all this before a final decision is made.

7. **Resistance.** Some feel that any cooperation with the system (such as filling out a Form 150, for example) is an admission that the system is legitimate. They may also feel that leaving the country is a cop-out. For them, resistance is the only possible route.

But even here, there are different forms. Some quietly accept jail. For them, to avoid self-corruption is the primary concern. For others, loud protests and attempts to organize first outside and then inside jail -- or from within the military -- become the best answer. For them, restructuring the society is the primary goal.

And there is an eighth alternative: doing nothing. Occasionally it may require a shrug or a yawn or perhaps even a half-believed argument about how President Nixon will conduct future wars by hiring the nation's malcontents. But of course this eighth alternative is a choice too. It's called military service.

You may not like any of these choices. But choices you have -- both these and all the variations they include. Eventually you will select one. And here too you have a choice: you can either run blindly into whatever corner they shove you, or you can pick your direction and head for it with your eyes wide open.

THE CHANNELING MEMO

Official Document of the Selective Service System



General Hershey

This is a reprint of the Selective Service memo on channeling. It was originally included in the Selective Service Orientation Kit which was a collection of memos compiled as a public relations document to inform interested people about the purpose and functions of the Selective Service System.

One of the major products of the Selective Service classification process is the channeling of manpower into many endeavors, occupations, and activities that are in the national interest. This function is a counterpart and amplification of the System's responsibility to deliver manpower to the armed forces in such a manner as to reduce to a minimum any adverse effect upon the national health, safety, interest, and progress. By identifying and applying this process intelligently, the System is able not only to minimize any adverse effect but to exert an effect beneficial to the national health, safety, and interest.

The line dividing the primary function of armed forces manpower procurement from the process of channeling manpower into civilian support is often finely drawn. The process of channeling by not taking men from certain activities who are otherwise liable for service, or by giving deferment to qualified men in certain occupations, is actual procurement by inducement of manpower for civilian activities which are manifestly in the national interest.

While the best known purpose of Selective Service is to procure manpower for the armed forces, a variety of related processes take place outside delivery of manpower to the active armed forces. Many of these may be put under the heading of "channeling manpower." Many young men would not have pursued a higher education if there had not been a program of student deferment. Many young scientists, engineers, tool and die makers, and other possessors of scarce skills would not remain in their jobs in the defense effort if it were not for a program of occupational deferments. Even though the salary of a teacher has historically been meager, many young men remain in that job, seeking the reward of a deferment. The process of channeling manpower by deferment is entitled to much credit for the large number of graduate students in technical fields and for the fact that there is not a greater shortage of teachers, engineers, and other scientists working in activities which are essential to the national interest.

More than ten years ago, it became evident that something additional had to be done to permit and encourage development of young scientists and trained people in all fields. A million and a half registrants are now deferred as students. One reason the Nation is not in shorter supply of engineers today is that they were among the students deferred by Selective Service in previous years. Similarly, Selective Service student deferments reduced what otherwise would have developed into more serious shortages in teaching, medicine, dentistry, and every field requiring advanced study. The System has also induced needed people to remain in these professions and in industry engaged in defense activities or in the support of national health, safety, or interest...

This was coupled with a growing public recognition that the complexities of future wars would diminish further the distinction between what constitutes military service in uniform and a comparable contribution to the national interest out of uniform. Wars have always been conducted in various ways but appreciation of this fact and its relationship to preparation for war has never been so sharp in the public mind as it is now becoming. The meaning of the word "service", with its former restricted application to the armed forces, is certain to be widened much more in the future. This brings with it the ever increasing problem of how to control effectively the service of individuals who are not in the armed forces.

In the Selective Service System the term "deferment" has been used millions of times to describe the method and means used to attract to the kind of service considered to be most important, the individuals who were not compelled to do it. The club of induction has been used to drive out of areas considered to be less important to the areas of

greater importance in which deferments were given, the individuals who did not or could not participate in activities which were considered essential to the defense of the Nation. The Selective Service System anticipates further evolution in this area. It is promoting the process by the granting of deferments in liberal numbers where the national need clearly would benefit...

Since occupational deferments are granted for no more than one year at a time, a process of periodically receiving current information and repeated review assures that every deferred registrant continues to contribute to the overall national good. This reminds him of the basis for his deferment. The skills as well as the activities are periodically reevaluated. A critical skill that is not employed in an essential activity does not qualify for deferment.

Patriotism is defined as "devotion to the welfare of one's country." It has been interpreted to mean many different things. Men have always been exhorted to do their duty. But what that duty is depends upon a variety of variables, most important being the nature of the threat to national welfare and the capacity and opportunity of the individual. Take, for example, the boy who saved the Netherlands by plugging the dike with his finger...

This is not a new thought, but it has had new emphasis since the development of nuclear and rocket warfare. Educators, scientists, engineers, and their professional organizations, during the last ten years particularly, have been convincing the American public that for the mentally qualified man there is a special order of patriotism other than service in uniform -- that for the man having the capacity, dedicated service as a civilian in such fields, as engineering, the sciences, and teaching constitute the ultimate in their expression of patriotism. A large segment of the American public has been convinced that this is true.

It is in this atmosphere that the young man registers at age 18 and pressure begins to force his choice. He does not have the inhibitions that a philosophy of universal service in uniform would engender. The door is open for him as a student to qualify if capable in a skill badly needed by his nation. He has many choices and he is prodded to make a decision...

He can obtain a sense of well being and satisfaction that he is doing as a civilian what will help his country most. This process encourages him to put forth his best effort and removes to some degree the stigma that has been attached to being out of uniform.

In the less patriotic and more selfish individual it engenders a sense of fear, uncertainty, and dissatisfaction which motivates him, nevertheless, in the same direction. He complains of the uncertainty which he must endure; he would like to be able to do as he pleases; he would appreciate a certain future with no prospect of military service or civilian contribution, but he complies with the needs of the national health, safety, or interest -- or is denied deferment.

Throughout his career as a student, the pressure -- the threat of loss of deferment -- continues. It continues with equal intensity after graduation. His local board requires periodic reports to find out what he is up to. He is impelled to pursue his skill in an essential activity in the national interest. The loss of deferred status is the consequence for the individual who has acquired the skill and either does not use it or uses it in a nonessential activity.

The psychology of granting wide choice under pressure to take action is the American or indirect way of achieving what is done by direction in foreign countries where choice is not permitted. Here, choice is limited but not denied, and it is fundamental that an individual generally applies himself better to something he has decided to do rather than something he has been told to do.

The effects of channeling are manifested among student physicians. They are deferred to complete their education through school and internship. This permits them to serve in the armed forces in their skills rather than in an unskilled capacity as enlisted men.

The device of pressurized guidance, or channeling, is employed on Standby Reservists of which more than 2½ million have been referred by all services for availability determinations. The appeal to the Reservist who knows he is subject to recall to active duty unless he is determined to be unavailable is virtually identical to that extended to other registrants...

From the individual's viewpoint, he is standing in a room which has been made uncomfortably warm. Several doors are open, but they all lead to various forms of recognized, patriotic service to the Nation. Some accept the alternatives gladly -- some with reluctance. The consequence is approximately the same.

Selective Service processes do not compel people by edict as in foreign systems to enter pursuits having to do with essentiality and progress. They go because they know that by going they will be deferred...

A quarter billion classification actions were needed in World War II for the comparatively limited function of the Selective Service System at that time. Deciding what people should do, rather than letting them do something of national importance of their own choosing, introduces many problems that are at least partially avoided when indirect methods, the kind currently invoked by the Selective Service System, are used.

Delivery of manpower for induction, the process of providing a few thousand men with transportation to a reception center, is not much of an administrative or financial challenge. It is in dealing with the other millions of registrants that the System is heavily occupied, developing more effective human beings in the national interest. If there is to be any survival after disaster, it will take people, and not machines, to restore the Nation.

Jon Lomborg

This past summer...



Method of Classification

"In Class I-A shall be placed every registrant who has failed to establish to the satisfaction of the local board, subject to appeal hereinafter provided, that he is eligible for classification in another class." (Sec. 1622.10) However, after the registrant establishes grounds for some classification other than I-A, he "... shall be classified in the lowest class for which he is determined to be eligible." (Sec. 1623.2) I-A is considered the highest class followed by I-A-O and so on down through the classifications as follows:

- I-A—Available for military duty.
- I-A-O—C.O. available for noncombatant duty only.
- I-O—C.O. opposed to both combatant and noncombatant military duty and available for assignment to civilian work.
- I-S—High school student, I-S (H), under 20 years of age or college student; I-S (C), who has received an order to report for induction and is deferred to complete his school year.
- I-Y—Qualified for military or alternative service only in time of war or national emergency.
- II-A—Deferred because of essential civilian employment, except agriculture or study.
- II-C—Deferred because of essential agricultural employment.
- II-S—Deferred for study.
- I-D—Member of reserve unit of the armed forces, or student taking military training.
- III-A—Deferred because induction would cause extreme hardship for dependents. III-A mandatory classification if registrant notified local board of wife and child (born or conceived), and bona fide family relationship maintained.
- IV-A—Completed military duty; sole surviving son.
- IV-B—Officials deferred by law.
- IV-C—Aliens not on permanent resident status and who have not remained in the United States for more than one year.
- IV-D—Ministers and full time students preparing for the ministry under the direction of a recognized church or religious organization.
- IV-F—Not qualified for any service.
- V-A—Over age: 26 years old for registrants not deferred on or after June 19, 1951; 35 years old for those with "extended liability."
- I-W—C.O.'s in assigned civilian service. Upon satisfactory completion of 24 months of civilian service or upon earlier release, C.O.'s are classified I-W (Rel.) until past the age of liability for the draft when they are reclassified V-A.
- I-C—Member of the armed forces.

This past summer I worked at the Central Committee for Conscientious Objectors in Philadelphia as a draft counselor. CCCO is about the most experienced and reliable draft information organization in the country (that includes Selective Service's own "information" services, of which more will be said later), and as a very junior staff counselor I handled, I suppose, about 200 cases involving everything from CO to appeals to preparation for personal appearances to simple requests for information. I have been asked to comment on the nature of counseling, and, especially with a few months perspective, it seems curiouser and curiouser.

First thing (impressed upon me and ought to be impressed on everyone who counsels or is counseled): I am not a lawyer, never want to be, and have none of the legal rights or obligations of an attorney. But anyone who counsels is in the position giving advice on a rather complicated set of laws which is constantly being modified and reinterpreted by court decisions, national and state memoranda, and directives from Lt. Gen. Hershey. Maybe 1% of all people draft counseling keep up to date by reading the Selective Service Law Reporter; with most of these counseling is a full time profession. And it's important to know what's happening; one loophole gleaned from a memorandum, one opinion from a court case may, perhaps, convince a State Director to postpone an induction order. But the other 99% of counselors practicing don't know Osterreich from Adam. Fortunately this doesn't mean that they are going to screw up those people who come to them for help, because most good counselors realize the level of their expertise and know when they're getting in over their heads. The general rule is check everything you're not sure of with someone who knows a little (or, if possible, a lot) more than you. However, I don't think most counselors are aware that the advice they are giving, before it is philosophical or spiritual or political or moral, is legal, and every draft counselor should suggest that his counselee speak to a lawyer to confirm whatever advice or opinion he offers. The names of attorneys who handle draft cases are available from CCCO.

I'm suggesting that anyone who seeks counseling keep a cautious eye on his counselor. After all, if you're getting counseling on the draft, it's likely that the decisions you make will have a real effect on your whole life, (how you handle your appeals, if, for instance, it comes to that, can make a big difference on your chances of appealing successfully), and you better be sure that the person who tells you what to do knows what he's talking about. No matter how well intentioned your friend is when he tells you what to do about the asthma you have, if he's wrong, you're the one who gets drafted. It's commonplace but nevertheless incredible how many men are casual to the point of indifference about their future relative to Selective Service. They believe what is comfortable to believe ("My roommate says that if you teach they can't draft you"; "Apply for CO? You kidding? I'll lose my 11-S!"), and what is comfortable to believe is usually synonymous with what involves the least amount of effort. Granted: it's a pain in the ass to hassle around with forms and letters and documents and four copies and Registered Return Receipt Requested, but the only easy route in Selective Service leads right into khaki pants. Selective Service Regulation state that everyone is 1-A unless he has a reason to be in another classification. If you have a reason to be in another classification, it's probably going to involve some effort on your part to convince Selective Service. The effort may be small, as in getting an 11-S (automatic? You had to fill out a form or two, didn't you?) or large (as is usually the case in CO, occupational deferments, hardship deferments, or any situation, for that matter, that involves appeal procedure), and the decision whether it's too much trouble or not is yours, but I can't understand the dull haze that so many men seem to be in where they think that if they are very quiet, somehow everything will work out all right. It won't.

Or at least that's the assumption you should be working under. Get a reliable counselor. A reliable counselor is not a roommate or friend or even someone who was in "the same position" as you. No two cases in Selective Service are identical. Nor should you put too much faith in anything said to you by clerks at local boards, government appeal agents, (or any other member of Selective Service) not given to you in writing. All advice Selective Service gives, even in writing should be checked with an independent and qualified counselor. One of the first things that becomes apparent to anyone who counsels is that the worst thing by far about Selective Service personnel is that they are to an incredibly large extent ignorant of Selective Service law, and the clerk at a local board is one of the people least likely to give competent and legal advice. So go to someone who knows what they're talking about. CCCO, AFSC, BDRC, Resistance, are the best, the professionals, but even there, you should be ready to check everything with another counselor, and even there, all a counselor can do is give an opinion on what will probably happen to you should you or should you not do a specific thing. The actual dealings with Selective Service must be handled by you.

--HARTFORD--

American Friends Service Committee
144 Quaker Lane
232-9521 or 242-8943

Rev. Dr. Alan Tull
Mather Hall Apartment
Trinity College
246-3301 (Trinity extension 255)

Stephen Minot
Trinity extension 375
658-9293

Dr. Charles Miller
Trinity extension 343
233-5423

Anthony Netting
Trinity extension 316
295-9695

Resist
763 Massachusetts Ave., no. 4
Cambridge, Mass. 02139
617-491-8076

Boston Draft Resistance Group (BDRG)
102 Columbia St.
Cambridge, Mass.
617-547-8260

draft information

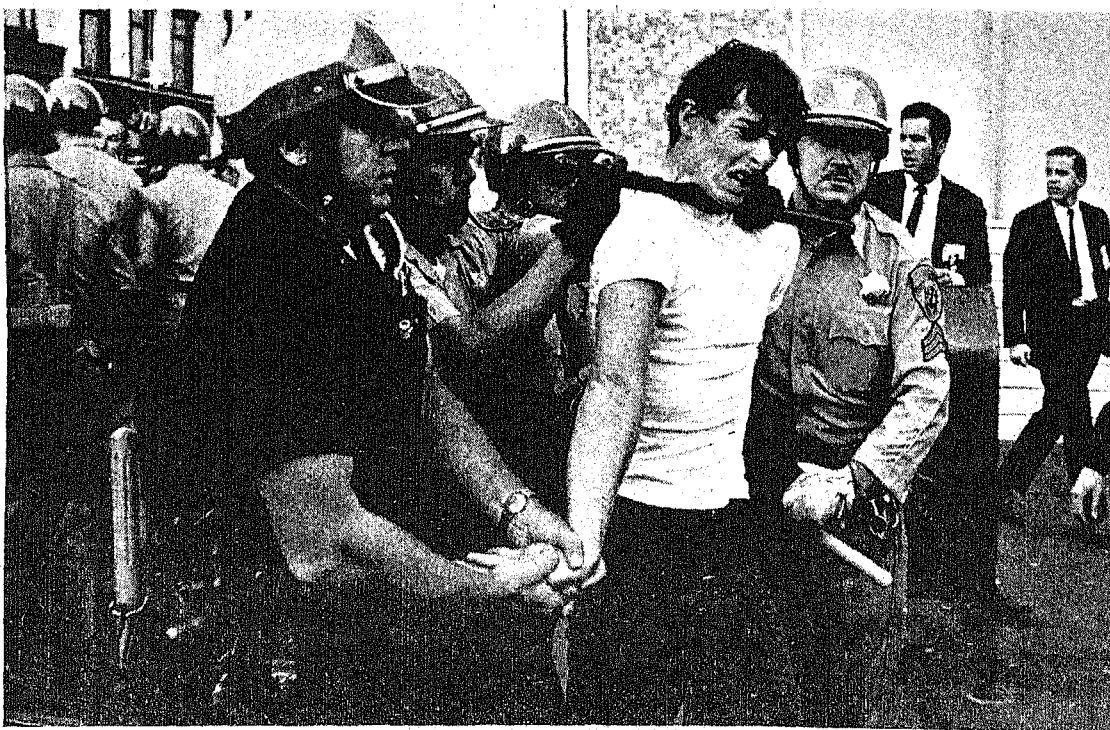
Central Committee for Conscientious Objectors (CCCO)
2016 Walnut St.
Philadelphia, Pa. 19103
215-568-7971

(At last count there were 23 support organizations for draft-age immigrants to Canada scattered throughout each of Canada's ten provinces. Probably the most experienced groups are centered in Vancouver, Toronto, and Montreal.)

Vancouver Committee to Aid American War Objectors
Box 4231, Vancouver 9, B.C., Canada
604-738-4612

Toronto Anti-Draft Programme
P.O. Box 764, Adelaide Street Station
Toronto 2B, Ontario, Canada
416-481-0241

Black Anti-Draft Programme
Afro-American Brotherhood
1984-A Yonge St.
Toronto 7, Ontario, Canada
416-487-0888



Editor for this edition of **inside**, Steven H. Keeney '71.

Handbook for Conscientious Objectors, Central Committee for Conscientious Objectors, (2016 Walnut Street) Philadelphia, Pa.

(The fundamental, if not indispensable, reference for potential applicants for I-O and I-AO. Also provides material helpful to those considering non-cooperation. Constantly up-dated.)

Manual for Draft-Age Immigrants to Canada, ed. by Mark Satin, director, Toronto Anti-Draft Programme, (P.O. Box 764, Adelaide Street Station) Toronto 2B, Ontario, Canada

(The primary source for information concerning the problems and potentials of Canadian immigration.)

The Draft?, American Friends Service Committee, Hill and Wang, N.Y., 1967

(An investigation of the adverse affects of compulsory military service on the individual and on society.)

Bitter Greetings, Jean Carper, Grossman Publishers, N.Y., 1967

(An inquiry into the reality of the Pentagon's "manpower shortage" and the origins and affects of conscription.)

The Selective Service Act, A Case Study of Governmental Process, Clyde Jacobs and John F. Gallagher, Dodd, Mead and Co., N.Y., 1967

(A thoroughgoing textbook examination of the history of the draft in the U.S.)

additional reading

Why the Draft?, James C. Miller III, ed., Penguin Books, Baltimore, Maryland, 1968

(The case for a volunteer army. Introduction by Sen. Ed Brooke)

How to End the Draft, Frank J. Horton, et. al., National Press, Washington, D.C. 1967

(Five Congressmen propose an all-volunteer army to remedy the ills of the present Selective Service System.)

Our Unfair and Obsolete Draft -- and What We Can Do About It, Bruce K. Chapman, Pocket Books, N.Y., 1968

(A general survey of the draft's structural and accidental inequities concluding with a synopsis of methods to remedy the situation.)

Who Serves When Not All Serve?, National Advisory Commission on Selective Service, Government Printing House, Washington, D.C.

(The only detailed study of Selective Service.)

The Draft -- A Handbook of Facts and Alternatives, Sol Tax, ed., University of Chicago Press, Chicago, Ill., 1967

(A broad variety of opinions and many facts about the draft in theory and in practice by dozens of contributors.)

Conscientious Objector in America, Norman Thomas, Huebach, N.Y., 1925

(Best friendly account of American conscientious objectors during WW I.)

Conscientious Objectors in the Civil War, Edward Needles Wright, University of Pennsylvania Press, Philadelphia, Pa., 1931

(The only non-sectarian study of civil war conscientious objection. With excellent documentation and a bibliography.)

Conscription of Conscience: The American State and the Conscientious Objector, Mulford Sibley and Philip Jacob, Cornell University Press, Ithaca, New York, 1952

(The most authoritative study of American conscientious objection in WW II. Received the F.D. Roosevelt Foundation award in 1952 for the best book in the field of government and human welfare.)

Conscience in America, Lilliam Schlissel, ed., E.P. Dutton & Co. N.Y., 1968

(A fine collection of historical documents regarding conscientious objection in America.)

Prison Etiquette, Holley Cantine and Dachine Ranier, Retort Press, Bearsville, New York, 1950

(Accounts of personal experiences of conscientious objectors in prison during WW II.)

'THE ALCHEMIST'



"The Plot Thickens" in the Jesters' production of Ben Jonson's "The Alchemist." The play opens this evening and will run through Monday in the Austin Arts Center. Tickets may be obtained at the box office.

On Friday night, the Jesters will open the second production of their current season. Following a tradition of presenting as wide a range of dramatic material as possible to the College community, the Jesters will be performing Ben Jonson's Elizabethan comedy, THE ALCHEMIST. One of the bawdiest of Elizabethan plays, THE ALCHEMIST lashes out at greed and lust and the hypocrisy which surrounds their practice in society. In the hands of director George E. Nichols III, the play has been trimmed

and shaped in a manner which brings the biting pen of Jonson into close rapport with the modern mind. Professor Nichols, in speaking of the play, has said that he sees many elements of French farce comedy in Jonson's treatment of the situation. Following this idea, the production has been geared to a fast, light approach. To enhance the effort, students David Kennard and Frank Lackner have designed a set which, while reflecting the seventeenth century setting of the play, allows for farcical action.

Student Reaction to Curriculum

(Continued from page 1)

Mandt, '72. "It is encouraging," he continued, "that the various departments are molding their programs in the direction of unstructured work." Jennings W. Hobson III, '70, disagreed with Mandt, stating that "there is too much latitude, especially in regard to the basic requirements. The average freshman doesn't necessarily know that much about what he wants to do." James R. Golmon, '70, thought the whole revision to be too ambiguously worded. "The way it is worded, it will be not only hard for the freshman to decide which courses to take, but will eventually lead to course selection being made on the criterion of which courses the advisor wants you to take," commented Golmon, who added that the bureaucratic structure set up under the revisions "will break down when they find out how inefficient it's going to be."

Another viewpoint on the changes is that put forth by the AD HOC Senate Committee on Curriculum Revision, which gave a series of seven recommendations, stating that the curriculum should be unstructured, education relevant, students self-evaluative, education encouraging to individuality, free exchange of ideas brought forth, students in a position other than that of subordinate and education self-reliant and responsible. In accordance with those recommendations, the committee suggested that grading systems of any kind, major requirements, and the necessity of choosing a major should all be abolished, with the college also establishing a degree in General Studies. Tim Wallach, '72, a member of the committee, disagreed with the severity of the report. "Trinity should take the lead with its curriculum. There

is no reason to wait until Harvard or Yale makes a decision before Trinity makes one. However, the committee set up by the Senate to study grading should make a full study before abolishing grades entirely, perhaps providing for optional grading." Peter Crawford, '72, another member of the committee, showed support for the revisions as they presently stand, but felt that it didn't go far enough in the above areas. Maklary also supported the curriculum revision as a whole, stating that the independent study opportunities, the open semester program, and the setting up of college courses by individual professors provide more flexibility in the overall program of studies for a student, but that he would like to see some changes in the major program, stressing "much more flexibility in course selection, much less departmentalization of knowledge."

JUNIOR YEAR FALL SEMESTER-ISRAEL

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Cavemen, Cowboys, Lovers
Featured in Weekend Films

by Randolph J. Man

The Film Society's offerings for this apparently overflowing weekend were picked in hopes of expressing the progress of the campus psychology from Saturday to Sunday. The Saturday night state of mind will be reflected beautifully by a double feature: DAWN ON THE GREAT DIVIDE (a 1942 western with Buck Jones and his horse Silver) and ONE MILLION B.C. (the 1940 Hal Roach version with Victor Mature, Carole Landis, and the inimitable Lon Chaney, Jr.) Sunday night will represent a partial return to reality with Noel Coward's exquisite romance, BRIEF ENCOUNTER (Great Britain, 1947), starring Trevor Howard and Celia Johnson. Both shows are in McCook Auditorium at 8 p.m.

Buck Jones was one of the few western stars of the late 1930's and early 1940's who was not intimidated by the musical absurdities of the Gene Autry school. He had been in films since the late twenties, and, unlike most of his contemporaries -- Ken Maynard, Tex Ritter, and Eddie Dean -- his films were consistently well-made, if not always gems. The "B" western disappeared with the advent of TV, and many of its delights have been forgotten. The villains of the piece are archetypal: Harry Woods resplendent in black mustache, hat, frock coat, and brocade vest; Robert Frazer, superbly disgusting as a corrupt judge; and Roy Barcroft, hearty brute animalism and Woods' henchman. DAWN ON THE GREAT DIVIDE was the last of a series made for Monogram with his sidekicks Raymond Hackett and Rex Bell and also his last film; he died in the Boston Coconut Grove fire soon afterwards.

ONE MILLION B.C. is Hal Roach's caveman tribute to D. W. Griffith and a technical masterpiece of its age. The story, as narrated by former silent screen star Conrad Nagel, concerns the banished son (Victor Mature) of the Stone People (led by Lon Chaney, Jr.) who is rescued and befriended by the Shell People (Carole Landis as the chief's

daughter). Fortunately, these primeval world citizens speak no word of English; their grunts and groans are a marvellous allegory to the world of 1940.

BRIEF ENCOUNTER is an enlargement of a one-act play by Noel Coward which concerns two people who have an affair outside their respective marriages. Be-set by guilt feelings and wary of the endless subterfuges, they are forced to give up. About it the critic James Agee wrote: "If, in

my opinion, the movie at its best suggests merely all that woman's magazine fiction might be at its own best, that is not intended as a back-handed compliment. For it seems to me that few writers of supposedly more serious talent even undertake themes as simple and important any more: So that, relatively dinky and sentimental as it is -- a sort of vanity-sized ANNA KARENINA -- BRIEF ENCOUNTER is to be thoroughly respected.

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"Hawk", Dupont Star

Trin Quintet Trips Cards

by Paul Sachner

During a difficult or mediocre season there occasionally will be a victory of such importance that it offsets all setbacks previously incurred.

This was the case Tuesday night at the field house when the Trinity basketballers whipped rival Wesleyan, 84-72, before a delighted home crowd. The contest was a tenacious one, with both teams fouling heavily throughout the affair. Obviously, each team realized the importance of the game, the rubber match in a three-game series between Trin and Wes, and the play bore this fact out. The Trinity season closes tomorrow against Amherst at home.

The Cardinals opened with a rush, as five straight points by Fran Spadola gave the Middletowners a 5-2 edge in the early going. The Bantams as a team could not get going, and Wesleyan kept its lead throughout most of the half. Bright spot for the Bants was a spectacular first half performance by Joe Pantalone, whose deadly under-the-basket shooting kept Trin close to the hot-shooting Wesmen.

"Hawk's" first period showing was nothing short of incredible as he polled 23 points, as well as leading the way in rebounding against the tall visitors. He enabled the Hilltoppers to catch the Cardinals, who hurt their own cause with costly turnovers, as Trinity grabbed a 40-35 halftime edge.

A desperate Wesleyan team opened the second stanza with an extremely tenacious man-to-man defense in hopes of stopping the hot-shooting Bantams. The Cards did halt Pantalone's rampage, but fortunately, captain Jack Godfrey

began hitting with long outsiders to allow Trin to go ahead by 15, 55-40 after five minutes. The Wesmen came back in a rush, however, as Jack Sitarz, the club's top scorer, began to find range to pull his team to within three, 63-60 with nine minutes remaining.

It was at this point in the contest, that Trin's Larry Dupont utterly destroyed Wesleyan. Not enough can be said about his last minutes performance, as he out-rebounded, out-scored, and out-hustled everyone on the court. Almost singlehandedly, he allowed the Bantams to pull ahead again to emerge with the hard-fought 84-72 win.

Coach Robie Shults was full of praise following the big victory. "We were forced to play without the services of our quarterback, Howie Greenblatt, and since Wesleyan is strong at guard, we knew this would hurt. However, Gene Newell and Larry Dupont did a good job of bringing the ball down, feeding Joe Pantalone, and taking advantage of our overall height. Defensively, we were able to check high-scoring Jack Sitarz and Joe Summa of Wesleyan. Also the team picked up any loose men of Wesleyan well."

Joe Pantalone wound up the game with 32 for tops among all scorers. Jack Godfrey followed with 16, with Larry Dupont adding 12, mostly in the contest's hectic final minutes.

Saturday finds the Bants in their final event of the season, a field house attraction against a tough Amherst club. Game time is set for 8:15. A win here would give Trinity a much cherished superiority over Little Three opposition, as the Bantams have already walloped Williams.



(Peter Devine)

Greg Shepard, shown here against Wesleyan, has been a valuable "sixth man" for Robie Shults's basketball team.

Moonmen, Dathmen Top Cardinals

Both Trinity squash teams continued their domination of Wesleyan Wednesday as the varsity routed the Cards for the second time this year, 9-0, while the frosh also triumphed for the second time, 6-3.

The frosh victory ended a brilliant season for Mike Moonves charges, as they finished 10-3. The Dathmen, rebounding from a slow start at the beginning of the year, won their fourth straight. Their next action will be next weekend in the Nationals.

Wesleyan was much tougher for the freshmen the second time around. Earlier, the Moonmen won 12-2. Three of Trinity's top four men, John Heppe, Frank MacGruer, and Barney Flechter all triumphed in three games easily.

Fifth man Dick Palmer trailed two games to one, but came back for victory. His scores were 15-12, 10-15, 17-18, 15-12, and 15-9. Pete Robinson, playing sixth, also had a hard-fought victory. He triumphed 15-10, 16-18, 15-12, 9-15, and 18-13. Bill Morrison took four games at eighth, to win Trinity's sixth match of the day.

All of the Trinity varsity victories were easy except one. Spencer Knapp took five games before he emerged victorious 3-2. Earl Millard, Bob Harrity, and Pete Wiles all took four games, but the rest of the Bantams triumphed easily. The triumph improved their record to 6-8.

Earlier in the week, Pete Wiles proved why he was number one on the team. On Tuesday, Wiles needed four games to defeat Spencer Knapp for the all-college squash title.

Trinity Frosh Bow to Wesleyan Hoopsters

by Michael Gilboy

"We can handle almost anything but a good, tall center," commented Coach Joe Wilson after his team had just dropped a close game to the Wesleyan Frosh by a score of 81-69. The loss gives the Trinity freshmen an overall record of 5 wins and 7 losses, and, with only tomorrow's Amherst game remaining, ruins their chances for a .500 season.

The game was much closer than the final score would indicate. It began as a very even contest, with neither team ever leading by much until late into the first half.

The Bantams started with a zone defense and used it all game, but still were unable to effectively contain the Cardinals whose outside shooting kept them in the game during its opening minutes. Later, they let the Bantams double-team the man with the ball, and then passed back to whoever was open. Much of the Bantam scoring came on fast-breaks that resulted from alert defensive play.

Trinity's Center Tom Greene played excellent offense in the

early part of the game, setting picks and tipping in rebounds. But, due to inexperience he soon found himself with four fouls with time still remaining in the first half, and Coach Wilson had to bench him.

Greene's loss hampered the Bantams considerably in trying to contain 6'6" Jim Akin the Wesleyan center. Akin was the leading scorer, finishing the game with 40 rebounds and 29 points, 18 of which came in the first half.

Trinity was in the game until the end of the first half when the Cardinals spurted in front on two successive fast-breaks and then kept going to make the score 41-33 at halftime.

In the second half the Bantams came back strong, gradually cutting the Cardinal lead, and then tying the game on a lay-up by Irv Price. However, Wesleyan soon regained the lead, and kept it throughout the rest of the game until the closing minutes when they increased it to the 12 point victory margin.

Frustrated Swimmers Defeated By Jumbos

by Vic Haas

An old friend of mine -- my mother, in fact -- once told me, "Son, if IFS and ANDS were pots and pans, the world would be a kitchen." This bit of advice came painfully true last Tuesday night as the Varsity swim team dropped its eighth in a row, 50-45. The villain this time was Tufts, a team which provided Trin with one of the few fair match-ups it has had all year.

Trinity jumped off to a fast start in the meet, winning the first three events and rolling up an 18-7 lead. The medley relay team won their event, while Doug Watts and Mark Hastings won the 200 free and 50 free respectively, and with only five points separating. . .

The next five events tell the story of the Trinity loss. While Tufts garnered five first places and three seconds for 34 points, Trinity could manage only two seconds and three thirds for 9 points. What was an 18-7 lead had evaporated and turned into a 43-27 Tufts lead. Perhaps the score would have been better if Hastings had not too, blown his turn in the 100 freestyle, giving Trin four more po. . . .

The blue and gold made a determined effort to come back in the last three events, winning all three. But where a Trin swimmer touched

first, a Jumbo touched second and third, preventing any come-from-behind victory. Doug Watts was one of the three winners, winning his specialty, the 500. Chris Knight took the 200 breaststroke, while the 400 free relay team of Art Ross, John Nottman, Dodd and Hastings won their event.

What has to have been a long season ends for the team Saturday against Wesleyan. Without a miracle, there is little hope for anything better than a 1-9 record this year. However, next year looks much better. If Godsall can just swim all the events and. . .

Huntington's Book Store

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and
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Campus Barber Shop

8:30 - 5:30 Tues. - Fri.
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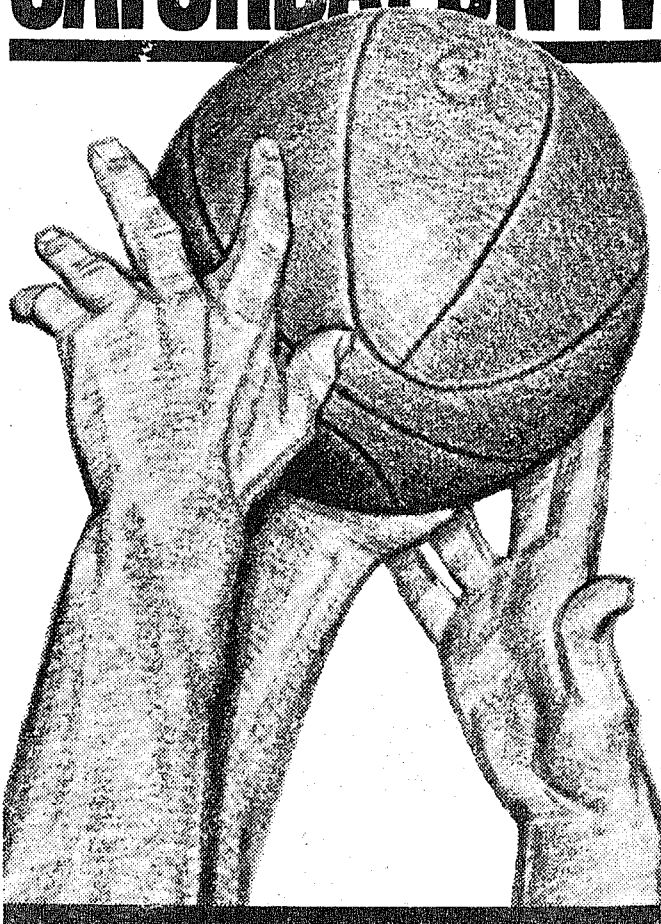
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