

The Trinity Tripod

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TRINITY COLLEGE, HARTFORD

February 11, 1969

Curriculum Report Revised, Released Distribution Requirement Eliminated, Grades Stay

by Richard Klibaner

The final report of the Curriculum Revision Committee, released Friday, differs from the first report in several areas. Of the four recommendations which drew the greatest criticism from the student body, those dealing with distribution requirements, the physical education requirement, and the grading system were changed.

The controversial academic calendar previously proposed by the Committee was not modified in the final report. The "open weeks" in October and February were not eliminated or modified as many students had suggested. The new proposal adds the recommendation that "during the February open period the faculty of each department will meet with majors and other interested students to review the department's course offerings and discuss the department's program for the following year."

The proposal concerning the physical education requirement was deleted from the final report. A new proposal substituted for it eliminates the physical education requirement. The new proposal provides that the College "recommend to each student that he enroll in the Physical Education Program." In order to encourage the student to take the P.E. Program, the report suggests that "a student who fulfills the program of the Physical Education Department shall receive on his transcript a notation: 'Satisfactory Completion'. A student who does not fulfill the program of the Physical Education Department shall receive on his transcript a notation: 'Voluntary Incomplete'." The new proposal does not specify the

content of the Physical Education Program.

The system of distribution requirement suggested in the first report is replaced by a system of "non-major guidelines" final report. The new guidelines include four general areas in which "the student might be expected to select his non-major course of study. The report defines the four areas as; Language and Other Symbolic Systems; Man's Interaction with the Natural World; Man's Social Institutions; and Forms of Culture.

The report states that though "these guidelines are used by the advisee and adviser in planning the student's non-major course of study" under the new system "the student himself is ultimately responsible for the determination of his academic program."

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Four members of the Curriculum Revision Committee (clockwise from lower left: Dr. Robert Stewart, Dr. Richard Lee, Dr. Robert Battis, and Dr. Borden Painter) which Friday released its final report. The revision's revision culminated two years of deliberation for the joint faculty-student Committee.

Group Plans Referendum On Senate

Charges Body's Election Invalid

Because they feel the new Senate was illegally elected, a group of students led by Robert Ferris '72 is planning a referendum in which students can elect to keep the recently elected legislature or call a new vote.

The vote is invalid, they argue, because several candidates on academic probation and with averages below C- ran. This is prohibited by the Senate Constitution.

At its first meeting, the body passed an ex post facto amendment lifting the restrictions on senatorial candidates, and a second allowing members of any class to run for President. Because a rule calling for a one-week deliberation period before amendment votes was not observed, say the students, both amendments are illegal.

The students originally hoped to hold the referendum this Thursday, but were stifled when the Senate meeting was cancelled due to heavy snow. A petition of 100 signatures must be presented to the Senate before a referendum can be called.

"Since the Constitution must be both a restraint upon what the students may do and yet not an impediment to the general good of the College," Ferris told the TRIPOD, "the students must decide which should apply in this case." The referendum will decide, he added, whether the new Senate can remain in office.

Newly-elected President David Steuber '70, apparently confident that the students would vote confidence in the Senate, viewed the referendum as a constructive measure which would help to rebuild the student government.

'To tell it as it really is'

FREE PRESS Begins Publication

"The FREE PRESS has only one responsibility -- to tell it as it really is -- and is responsible to only one group -- the college community," stated Jack A. Luxemburg '70 in the first issue of the new campus publication. Another purpose of the FREE PRESS, noted Luxemburg, is "to provide that outlet for original, creative, critical, political and factual material that has long been lacking on this campus..."

According to William Searle '69, a co-editor of the publication, the FREE PRESS will probably ap-

pear once or twice a week, and will, "publish anything that anyone will sign." He stated that the idea of an independent newspaper had originated with Eli Mackey '70.

Although the first issue had not been officially cleared with the Administration, Searle noted that someone had spoken to the Adminal. Also, he added, Dr. Lockwood had been asked about requirements for publication.

David Knowlton, program director of Mather Hall, stated that the Trinity Interaction Center voted to "help the Free Press get started" at a meeting of the Executive Committee. However, Knowlton added, the TIC did not specify the amount of funds that it would donate to the FREE PRESS. He stated that the TIC expects the new publication to find an independent method of funding.

"We recognize that the FREE PRESS is going to provide a different type of journalism," stated Robert B. Hurst '71, student coordinator of the TIC, explaining the reason for the TIC's decision to provide funds for the FREE PRESS. Hurst pointed out that the TRIPOD cannot provide full coverage of community life because of its limited space. Noting that expenses for the publication are about 20 dollars an issue, Hurst specu-

lated that the FREE PRESS might ask the Senate for money.

In the opening column of the publication, entitled "Why FREE PRESS," Luxemburg declared "It is out of controversy and frustration that the FREE PRESS was born. Here, we hope, is an opportunity for broad interaction that the social and academic communities on campus will use to present their grievances and opinions...freely, without the arbitrary censorship and judgment that is so much a part of the Trinity experience."

TRIPOD Staff Sponsors Recruiting Hour Today

The TRIPOD will sponsor a coffee hour from 4 to 6 p.m. this afternoon for those interested in joining the paper's staff.

Positions are available on the TRIPOD's news, arts, sports, features, columns, photography, and business staffs. The editors, according to Managing Editor Kenneth Winkler '71, are particularly interested in students who can write in-depth news and feature stories.

The editorial board officially announced three promotions at its Sunday meeting. Jeff Bahrenburg '72 was appointed news editor, and Richard Klibaner '72 copy editor. Both served during the past semester as reporters.

William Reynolds '71 was awarded a contributing Editorship. Reynolds' responsibilities will include writing a political column and coordinating the TRIPOD's planned column and feature expansion.

Arts Editor Warren Kalbacher '71 noted the critical need for contributors in his department. Student critics are erratic and difficult to organize, he explain-

ed, "and it appears that enlarging the staff is the only way to overcome this."

Pointing to seven phone calls in as many days from the Hartford Post Office, Editor David W. Green '71 told the board "the era of a three-man business staff must end." Green urged intensive recruiting of students who can solicit advertising, who can aid in circulation problems, or who can merely add and subtract.

The editor criticized the news department for what he considered to be "less than adequate" coverage of campus events. He observed that the TRIPOD's capabilities transcend "mere reporting," and stressed the need for interpretive and thorough news articles, along with expanded features sections.

"The TRIPOD's problem is only a quantitative one," he asserted, "with a larger staff we could quickly become New England's leading small college newspaper."

Closing the meeting with the well-known maxim of a former editor, Green declared: "Anyone who can read the TRIPOD can write for it."

Black Scholarship Drive Collects Over \$4000

More than \$4,000 in donations and pledges has already been collected for the Senate Scholarship Fund according to Philip Khoury, '71, the drive's chairman.

To date \$3,100 in cash donations has been given, with another \$800 in pledges still outstanding, which is to be collected within 30 days. Reports from canvasses of independents and fraternities are still awaited.

Including an additional fund of \$1263 donated by professors and Hartford citizens after last year's sit-in, Khoury indicated an expected total of about \$5,700.

Khoury explained in a TRIPOD interview Sunday, that the money would be used to substantiate a long-range program for minorities rather than a "weak and inefficient program."

Khoury also emphasized that the amount of student interest in this fund drive could cause further funds to be given. His committee plans to appeal to both the Rockefeller and Ford Foundations for grants. "They are not only interested in how much we raise, but what percentage of students contribute to the drive. We expect

approximately 550 students and faculty will give.

Khoury also stated that the sit-in held last year might be turned into an asset for the fund drive. "If we can show the foundations that the sit-in helped unite the students of the college to a common goal, we will turn it to our advantage."

A third area of fund appeal will be sent to corporations. Khoury stated that the committee would probably not appeal to corporations directly, but rather to key individuals in the corporations. "Some of these individuals have large foundations of their own, from which we hope to receive donations."

Other members of the scholarship fund committee who have helped co-ordinate the drive are: John Verre '70, Tim Mixter '71, Haig Mardikian '69, John Morris '69, Matthew Simchak '69, William Reynolds '71, John Milliken '71, Keith Funston '71, and Gary Rosen.

Khoury stated that all proposals to these foundations would be made "from a students point of view. We think we will give a unique proposal to the foundations -- a student oriented one."

CURRICULUM VOTE

The faculty will discuss and vote on the new curriculum this Friday, February 14. All classes have been pre-empted by the anticipated day-long talk.

The faculty will consider each recommendation individually, and will have the opportunity to propose amendments.

Whites Defendents At 'Onyx' Festival

by Bill Reynolds

You and I travel to the beat of a different drum; for God's sake, take your goddamn, grubby fingers off my drum and I'll stop shooting holes in your frisbee!

A small, white audience of mixed interests and ignorances was tried at the Festival of the Onyx under the eyes of their Christian (white) God. If, in fact, He was in the Trinity Chapel Friday night, by a bench composed of the college's black community.

Delivering a beautifully calculated, subtle sermon, Jack C. Barthwell, III '72 managed to collect some extra money (admission was \$1.00) for the Senate Scholarship Fund, and then slap his audience across an unturned cheek by telling them to take their money-riddled, cash-permeated God and shove him off a cliff. The audience of "damned if you do, damned (maybe not) if you don't" moralistic liberals and radicals paid eagerly for their non-existent indulgences just after "Preacher Jack" had specifically told them how not to get to Heaven. The collection, however, was a first for a Protestant Church; usually, there is only one offering.

Artistically, the program was superb. The drumming of sophomores Mike Edwards, Rodney Patmon, and Ralph Sturdivant left me tingling and wanting to move (Why didn't I?); it was pounding, driving, sexual, solid and if the audience couldn't really groove to it, Ken Reeves '72 could. He danced an African dance which showed me some pointers on the boogaloo which he did later with Bob Watts '72 and David Lee '72 to the sounds of the Temptations' "Cloud Nine." That I didn't feel like joining him didn't matter, because HE wanted to do it that is what really matters, which is part of what he was telling us. In other words, if I can get my kicks out of something as ridiculous to him, as sailing my frisbee on the quad, then he's going to get his his way.

In 1619, when the first slave was brought to America, freedom's door slammed shut in his face. Someone, I am glad to say, couldn't lock it and though some might like to think differently, whether they know it or not the door is now open and maybe almost ready to be closed again, but for a different reason, and in a different way. Please note, however, that I said "almost"; after all, the TCB did go to the trouble of putting on

the show. History, however, has not as yet changed its course, so I urge all of you optimists to take another look.

In an hour, we traced a three hundred and fifty year history in which nothing much has changed; you see, we have progressed in great strides, ladies and gentlemen, toward our vast horizons and infinite possibilities from plantations in the South to subtle, citified plantations in the North affectionately dubbed "ghettos" by those of us who subscribe to the Bureau of Semantics' name for hell.

As far as the art was concerned, I am simply going to say that I enjoyed it, and wished that you had been there, and wondered why you weren't. I heard afterwards that Vernon Street and the Long Walk were swinging; maybe you were more honest to yourself by not dropping by the Chapel, but I wonder if that kind of honesty is always the best policy. I guess it is, because I am sure that the predominant feeling after the show was guilt, and who likes to feel guilty? Besides it never lasts long enough to grow into viable action. Just who were Malcolm X, Dr. Martin Luther King, Jr., and Jesus? Maybe I'll see you in the cave sometime and we can talk around it over a cup of coffee.

Frumunda

Rock Critic Attends 'Gathering'

by D. J. Reilert

I climbed in from the fire escape, three stories above the garbage-strewn street. Derek and Pete were sitting on the window ledge, looking out at the old cobblestones and seemingly-as-old shops, most of them with broken windows, none with patrons. Paul was pouring over his magazine, trying to make sense of the jumble of notes on his desk. Willy lay on the one piece of furniture in the cavernous apartment, (a decrepit, roaring twenties armchair), tuned his axe and cursed. Three SDS people had come in, leaving their van in the street. George wandered from room to room, looking very comfortable and curious. In fact, we were all waiting for Eric to show.

The back room, graced with a dozen posters and a mammoth stereo set, was humming with six huge amps. How they got there

The Katherine Dunham troupe's presentation of "An Evening of Black Culture" brought the profound light of blackness to the College Saturday night in the Goodwin Theatre. The performance, sponsored by the Hartford Urban League Guild and the College Interaction Center, was both an artistic and financial success. Proceeds from the performance benefit the Urban League's scholarship fund.

Those of us who responded to the publicity for the performance, hoping to see the world renowned dancer Katherine Dunham in concert executing her famous "Dunham leaps" and ethnically inspired choreography, found ourselves rather ill-informed. "An Evening of Black Culture" was the expression of Blackness by a troupe of ghetto teenagers and young adults from East St. Louis directed by Miss Dunham. This in no way detracted from the force of the presentation, but rather made the evening a more effective expression of the Black mood.

Miss Dunham's running commentary throughout the performance, though considered ineffective by many, was filled with statements of her role as an artist and her involvement as Artist-in-Residence at Southern Illinois University.

Miss Dunham seeks, through the performing arts, to make the young people of the ghetto more articulate and self-assertive. She introduced the evening not simply as an artist, but as a shaper of lives. She explained that the program would not be one of professional artistry and dimension, but rather one of amateur expression of beauty, oppression, and conviction through various art forms.

The first half of the evening's program emphasized the curriculum of S.I.U.'s Performing Arts Department with renderings of Judo, original poetry, drumming, and modern dance technique. The highlight of this portion of the presentation was the authentic drum and dance numbers by Mor Thiam of Senegal, his expert artistry on the drum, coupled with his playful antics, instantly won the hearts of the audience.

Glen Standifer, dancer and choreographer in his own right, gave the evening of Black Culture the beauty of his technique, his forceful vibrance, and his ebony physique. His creation "Claka," a dance depicting the amorous escapades of a Zulu prince was fantastic. This duet, with its slightly erotic flair, was simply "black and very beautiful."

The second portion of "An Evening of Black Culture" high-

lighted the contemporary scene, beginning with a playful multimedia dance entitled "Psychodelia." Combining two themes - "The Love of Four Planets" and "The Flower Children." The poetry readings in this section of the program were the weakest element in the evening. Much less recitative than those earlier, they seemed very stiff and effortful.

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Czech Group To Perform At College

The internationally famous Smetana Quartet of Prague, on their third transcontinental tour of North America will be appearing at the College in the Goodwin Theater on Sunday (Feb. 16) at 2:30 p.m. This will be the fourth event in the College Chamber Music Series.

The Quartet, which is recognized as the authentic exponent of Czech music, will play a concert devoted to Czech composers, Dvorak, Janacek and Smetana.

The members of the quartet, Jiri Novak, violinist; Lubomir Kosticky, violinist; Milan Skampa, viola and Antonik Kohout, cello joined together while still students at the Prague Conservatoire. In 1945 they held their first public concert, adopting the name of the famous Czech composer and patriot, Bedrich Smetana.

In 1951, the Quartet was invited to affiliate with the Czech Philharmonic Orchestra in recognition of their musical achievement. Since World War II the Quartet has reestablished the fame of the Czech art of chamber music, performing in more than 30 countries including Australia, Japan and India.

The Quartet displays equal excellence in a wide range of the western world's repertoire. For this reason they were invited to perform Mozart's works at the Master's 200th Anniversary Festival in Vienna, and to play Beethoven's works at the 20th Beethoven Festival in Bonn.

The fifth and final event in the Chamber Music Series will include the Lenox Quartet with works by Carter, Webern, Brahms, and Faure, to be held on Sunday, April 20th.

The 22nd Annual Scholastic Art Awards Show is presently at the Austin Arts Center. Sponsored by the Hartford Courant, the exhibit includes works by students from throughout the state. Various media, as well as many different art forms are represented. The photos opposite depict several works of Connecticut high school art students. The awards show will continue through February 23.



Local Opera Presentation Lacks Competence, Polish

by Clarence Barber

Wagner returned to our little town last Thursday night after an absence of many seasons. Years ago, the Metropolitan occasionally brought "Die Walkure" here when they deigned to visit Hartford. Since the cessation of the Met's visits, the municipal opera vacuum in this town has been filled by the Connecticut Opera Association, a group which is largely an Italian monopoly. After perennial cycles of Rigolettos, Lucias, and Bohemes, we were surprised to find "Boris Godounoff" and "Walkure" on the billboards this season. We went to these operas with much anticipation, and, in each case we were betrayed by the conductor, the orchestra, and in "Walkure" also by the stage director and technicians. However, judging from the applause, the usual unsophisticated Bushnell audience was impressed. The cast assembled for "Die Walkure" had the potential to deliver a fine performance if they had had the proper direction and orchestral support. In fact, this cast was superior to a number the Met has pulled together and far superior to some Wagner troupes we have been subjected to in Europe. Jon Vickers has a finely placed tenor voice of considerable power, and he is a rarity among Wagnerian heroes because physically he can pass for Siegmund. Ingrid Bjoner also appears youthful enough to be Sieglinde, at least from the distance we were at from the stage. Her voice seemed to become more pleasing as the evening progressed, and she delivered a magnificent passage before her exit in Act III. Compared to the old Wagner teams like Lehmann and Melchior, Vickers and Bjoner are typical of modern Wagner singers. They have the voices to do a fine job, but they lack the imagination and subtlety of interpretation which puts such roles across. Both could profit from some good coaching by a great lieder type of singer, and both ought to discard those stereotyped old opera gestures which went out years ago. In a non-Teutonic way they seem to slink around the stage. In fact, in the

love scenes Mr. Vickers looked potentially lecherous.

Andrij Dobriansky carried off the part of Wotan better than we had predicted. Aside from either a vocal or memory lapse near the start of the farewell scene, his performance seemed consistently good. Less fortunate was the gruff voiced Nicola Moscona who posed as Hunding. In his ridiculous costume, as he presided over the dinner table in his home in Act I, we were reminded of a tableau from Mutt and Jeff. However, Moscona stabbed Vickers rather convincingly with his spear in Act II.

The real disappointment among the singers was the much advertised Hanne-Lore Kuhse as Brunnhilde. Hanne made a very good impression on several of us Trinity folk last summer at Tanglewood. This time, her voice appeared to lack focus and she scooped. Her opening "Ho-jo-to-ho" in Act II reminded many in the audience of Anna Russell. Her blue bathrobe in Act III was draped around her huge frame as pathetically as the astrologer's gown she wore for her Brahms recital at Tanglewood. Miss Kuhse is typical of the many Wagner singers whom George Bernard Shaw used to refer to as "animated beer casks." Wotan seemed to have some trouble in laying her to rest on the magic rock in the last scene. Purely apart from her acting and appearance, if Miss Kuhse continues to sing in her present manner, she will probably burn out in a few years.

Something ought to be done about the Conn. Opera Association orchestra and their conductors, when this company departs from their usual Italian repertory. In both "Boris Godounoff" and "Walkure", the conductors have directed the music as if it were the light accompaniment of a Bellini. A Wagner conductor should insist that the strings dig in with plenty of muscle to get out every possible ounce of tone. Since when have brass players delivered the sonorous passages of Wagner in the "ta-ta" manner with crisp cut-offs like the "salt box and tongs" comments of the march from Nor-

ma? Where was the deep bass we needed from both brass and strings? Weren't the horns and timpani aware that at times they were playing the Hunding motive? The woodwind soloists fared better, especially the fine bass-clarinetist. The great orchestral passage in Wotan's farewell scene was a heartbreaking fiasco. For all the sound we heard, the strings might as well have been playing "Humoresque" on a hotel porch at Saranac Lake.

Apart from the fact that some of the dear ladies in the orchestra are physically incapable of drawing the volume of sound from their violins that the men of the Met can produce, the sad truth is that

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Limited Personnel Hinders Wagner

by Baird Hastings

"My grandfather, Richard Wagner, believed in total theater - theater which made the opera house life itself," Friedelind Wagner told this writer a week ago.

Yet, total theater in 1870 when "DIE WALKUERE" was first presented and total theater today are two different affairs. A century ago gaslight had replaced candlelight, but illusion could still be produced through realism (as the Meiningen Theatre and the Moscow Art Theatre showed so well). Today, illusion in the theatre is much more difficult to produce, and if one must try, then the way showed by Appia, Craig, Wieland Wagner, and Herbert Von Karajan is the most successful. I do not wish to insist that illusion is

necessary, for with Wagnerian voices like Flagstad, Melchior, and Schorr visual illusion is hardly necessary. They performed the music properly, and Wagner cast his own spell. Perform the notes, and the magic will be there!

But, as Mr. Rudolf Bing says so rightly, the number of Wagnerian specialists today is limited, and thus the staging of most Wagner operas becomes a matter of logistics, of having the requisite number of specialists in one place at a given time. Of course, with today's rapid transportation, a few specialists do travel hurriedly from country to country, offering road-show performances of the masterpieces Wagner created a century ago. But if a master conductor does not preside over a production the chances are the performance will approach travesty. Perhaps, instead of undertaking productions of the monumental works, we should concentrate on such earlier Wagner operas as "DIE FEEN", of "DAS LIEBESVERBOT", both attractive works, which make less demands on the performers.

Those of us who love Wagner both for his content and the form may be satisfied with a cut version in preference to none at all, but those who have not seen and heard a great performance may be bewildered or revolted by the inconsistencies which result.

Thursday's production of "DIE WALKUERE" at the Bushnell promised much, but was disappointing in performance. Of the interpreters only Ingrid Bjoner and Jon Vickers sang their music as if they knew what it meant; and even here the acting was some of the worst I have seen in four decades of opera going here and abroad. Except for some good acting by Nicola Moscona, nothing else in the production, courageous as it was, merits further comment. The singing, staging, conducting, and direction was old fashioned and all but meaningless.

Undoubtedly, the art of Richard Wagner is alive and well somewhere in the world. Some day we hope to have a production here worthy of this genius.

Frankenheimer Adapts 'Fixer' Successfully

by Pete Wentz

John Frankenheimer's movie, "The Fixer" proves to be an ingenious and successful adaptation of Bernard Malamud's Pulitzer Prize winning novel of the same name.

The basic story concerns the persecution of the Jews in the 20th century preceding the Revolution. Yakov Bok, played by Alan Bates, is a Russian peasant Jew who moves to the city to seek wealth. He is a handyman, adept at fixing almost anything, hence the film's title.

Once in the city, he witnesses the slaughter of many Jews by the men of the Czar. Bok is not persecuted, however, because he doesn't look Jewish. Eventually moving into the Russian "establishment," he is discovered and arrested for being in an area forbidden to Jews. He is also charged with performing a ritual murder on a small boy. The first charge is true -- the second isn't.

Bok's only defender is the investigating officer in the affair, portrayed by Dirk Bogarde. Bogarde attempts to prove Bok innocent of the murder and is eventually

murdered himself by the Russian hierarchy. The chief prosecutor tortures Bok in efforts to make him confess to the killing.

Bok's transition from a happy-go-lucky unprincipled peasant, who is willing to jump into bed with the daughter of an ardent Russian anti-semitic, to the bitter martyr he is in the end seems to "make" this picture.

Frankenheimer, although being accurate to Malamud's novel, is not able to convey a picture of 20th century Russia. At times, one has no trouble picturing the movie as one that might have been made about anti-semitism in Nazi Germany. Bates and Bogarde, while both give impressive performances, seem almost too British to be Russian. The Russian flavor of the Malamud novel is not carried over into the film.

Yet this is the only major weakness of what must be one of Frankenheimer's better films. This is due in part to the material he had to work with. His decision to stay within the framework of a great novel helps to make "The Fixer" a good, but not great motion picture.



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Trinity Tripod

EDITORIAL SECTION

February 11, 1969

The New Senate

The first responsibility of the new Senate is to determine the role of student government at the College. Unless the Senate formulates an intelligent definition of its purpose, it will be able to do no more than preside over its own meetings; or following the example of the previous Senate, it will consider a motion to abolish itself, and approve it by an overwhelming majority -- if there is a quorum.

If the Senate is to have any relevance to contemporary undergraduate concerns, it must adopt the concept of student unionism as the foundation of its existence. The Senate must envision itself as the militant advocate of student interests and goals.

* * *

The creation of a judicial structure was cited by both Mr. Steuber and Mr. Osler during their presidential campaign as of critical importance to the undergraduate community. It is, by now, universally recognized that the Committee on Academic Standing and Discipline must be dissolved, for it operates with a code of Old Testament retribution that even the faculty has been loathe to support.

No judicial system will be successful unless it holds the respect and loyalty of the entire community. Neither the plaintiff nor the defendant should ever have cause to believe that their case has been judged before all arguments have been presented. At the same time, no legal system that allows itself to be arbitrarily overruled will be capable of winning the support of those who might come under its jurisdiction.

We suggest that the Senate consider developing a judicial structure that operates with the principle of a jury composed of students and faculty chosen at random. Beyond involving the undergraduate community in the judicial process of the College, this would insure a degree of impartiality that does not exist in our present system. Recognizing the right of a defendant to have his case reviewed, the Senate should also consider the establishment of an appeal board composed of students and faculty with an administrator, possibly the President, serving as presiding officer.

The establishment of a new judicial structure should be accompanied by a complete revision of College regulations and the penalties that accompany their violation. It often appears that the College enacts the role of the Lord High Executioner without observing his dictum -- "Let the punishment fit the crime."

February

With a serenity of spirit that belies the ferocity of her will, sweet Nature has reminded us that even the twentieth century man must bow to her caprice. With a blanket of downy flakes, she has diverted us from our daily pursuits so that we may ponder our helplessness.

But despair not, for though the nights are bitter cold, the days grow longer. And beneath the frosty soil lie the anxious little croci that soon shall herald the birth of spring.

Trinity Tripod

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LETTERS to the editor

'rhetoric'

To the Editor:

The past Senate election should be summed up as quite humorous. David Sarsohn hit an incredible point when he pointed out the overabundance of "Rhetoric." That must have been what those few students who voted had been snowed by. With all the rhetoric in the past week four senators were elected who failed to meet the requirements set forth in Article II Section 3 of the Senate constitution. One of these students was on academic probation and the other three had averages below C-. Whose fault was this? Len Mozzi's, for not checking the averages of all the candidates? The 4 candidates, for having a poor knowledge of the constitution? The voting students, who elected them? However, everything was made right by Len Mozzi who instituted the amendment to the Senate constitution. A big plus mark for Len Mozzi, who obviously didn't read Article VIII Section 1 of the Constitution. Here it states that all amendments "must be announced at least one week before final action." Yet this amendment was never announced. In fact I doubt Len Mozzi knew that four senators were elected illegally until I told him Friday afternoon on January 31, 2 days before the amendment. To sum up the action, 4 senators were falsely elected and the Senate illegally voted to let them stay. Once more the Senate proves they are a holy institution incapable of error. After all, it was the "will of the student body." Such a large number of students can't be wrong.

I only want to point out the remarkable speed at which the Senate takes at "doing its own thing." They have proven twice-over that the Senate Constitution is a cumbersome pain in the rear. They cry out that they want to represent the student body. Unfortunately, nearly half the student body failed to vote for anyone. Apparently a lot of students don't want to be represented. If the gross errors of last Sunday's Senate meeting are an indication of the direction of the new Senate, then I'm sorry I cast a vote. The new Senate isn't new; it's the same old group in different bodies. Keep up the good work, fellas, and try to be more convincing this year.

John Pye '70

'more than a game'

TO THE EDITOR:

Trinity College is playing politics again. It is rather pathetic. Over the past three weeks have come announcements from three segments of the college, announcing their reorganization. In the course of the reorganizations the college has demonstrated its inability to conceive of the purported Trinity "community" in terms other than organization and counterorganization. Campus politics and policy-making seems less illustrative of true reform sympathies than the political empire-building of powercrats. Student power, administration power, faculty power; power seems to have replaced progress as the ultimate interest of the activist.

The contending groups on Trinity's campus are no longer even united in their apathy. Instead, their primary characteristic is now a petty complex of jealousies. First, President Lockwood announced a reorganization of the administration. Though its value in the educational restructuring of the college was doubtful, the reorganization did accomplish two things. It subordinated two of the most progressive and independent forces inside the administration to a more convenient bureaucratic machinery.

In spite of his announced intention to leave his present post, Dean

Heath has amply demonstrated the importance of the office of Dean of Students as an advocate, counselor, intermediary and general ombudsman for the needs and welfare of students within the administration. His role and importance for students far overshadowed all the Senates, CITES, REPs, sitins, and all-college meetings that Trinity has ever held. The independence and integrity of his position had real significance for students. The newly-created office of Associate Dean of Community Affairs lays the groundwork for the emasculating of the position under a new appointee. Similarly, the admissions office has undergone a bureaucratic demotion which threatens its independence, its power and its flexibility.

At the same time that the administration was finalizing its version of administration power, the faculty - its ego and status threatened by the recent revitalization of the administration - was reorganizing to take the political initiative. The balance of power could not be upset. It is to the faculty's credit that they had the insight to realize that one must organize or perish on today's college campus. They also seem to have realized that joint committees do not provide them with an independent power base so necessary to campus prestige. And so the faculty spanned the organization gap with the Trinity Faculty Conference.

The faculty has traditionally been the silent but revered partner in the trioka of active college participants. They had a certain noble disinterest which brought them respect from janitors and students alike. They had been cast in the role of distinguished intermediary between a reactionary administration and a revolutionary student body. For some strange reason, the faculty has thereby been absolved of responsibility... public responsibility... for Trinity's inadequacies. The faculty's reactions to the curriculum re-

vision is symptomatic of their basic irresponsibility. Each department becomes a petty fiefdom, jealous of the privileges, the status, and the proprietary rights of their own and other departments.

It seems that there is no more natural conservative than a professor on tenure. The day that students are put on tenure, campus demonstrations will probably end. Meanwhile, Trinity's faculty remains inert. Well, not exactly inert but motionlessly unstable. They seem more concerned about the pre-eminence of their discipline and the mechanics of security than the educational leadership they have abdicated to students and administration. For instance, it would seem that movement on the establishment of Black Studies courses would be a matter of urgent faculty concern. Trinity's faculty may lose its "B" rating in areas other than salary schedules.

One of these days, Trinity's inveterate reformers and professional radicals will realize that progress is an ongoing process. Revision today does not preclude revision tomorrow. It necessitates it. Trinity's constant problem is that it organizes for the five-minute revolution... only later acknowledging that it is guilty of the complaint of the senora in the cigarette commercial who admonishes her husband, "You never finish the revolution."

Trinity has a strange guilt feeling about long range goals. Last fall's Senate has been denounced as unproductive and apathetic. Yet, it contrasted favorably with its more tempestuous spring predecessor which rocked the boat and then complained because it was sinking. Visibility and productivity are not synonymous. The true test of reformist sincerity may be the willingness to put progress above

(Continued on Page 10)

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LEIGHTON L. SMITH

THE OTHER END OF THE STICK

Desolation Row

by Jeff Morrow

THOSE WHO TAKE THE MEAT FROM THE TABLE

Teach contentment. Those for whom the taxes are destined Demand sacrifice. Those who eat their fill speak to the hungry Of wonderful times to come. Those who lead the country into the abyss

Call ruling too difficult For ordinary men.

B. Brecht

Those who apologize for the country's irrationality Define sanity in the same terms.

Raoul Vaneigem, in TRAITE DE SAVOIR-VIVRE A L'USAGE DES JEUNES GENERATIONS, considers Rozanov's definition of nihilism the best: "The show is over. The audience gets up to

leave their seats. Time to collect their coats and go home. They turn round...No more coats and no more home." Perhaps Webster's is more quantifiable (hence easier to damn), "The doctrine that conditions in the social organization are so bad as to make destruction desirable for its own sake, independent of any constructive program;" In any case it is time for us to realize that nihilism is about to become a mass

philosophy, for, if Webster's definition is currently representative of only a small brave (fool-hardy?) minority, a majority of this country's future citizens are at least ethical nihilists. As conditions worsen, as New York, Chicago and Los Angeles continue to decay, as institutionalized education becomes less and less relevant because it cannot teach murder, fucking and operational communism, as the U.S. finds it more and more necessary to force allegiance to corporate capitalism both here and abroad (two, three--many Viet Nam's) as once "positive" and Rational and coherent political positions cease to exist, (witness the death of SDS and its messianic, basically nineteenth century politics), people will begin to realize that they really wouldn't mind if someone threw a lit stick of dynamite at them sometime next week.

The catalogue is, of course, only a small fraction of the horrors which await twenty-first century man. From another perspective, the current historical process can be seen in terms of the collapse of myth. Although Bill Graham and Abigail Van Buren don't consider their overlapping dogma as myth, they both realize that what ever it is, it's crumbling. During these periods when the contradictions between mythical explanation -- Heaven, Redemption, the Will of Allah - and everyday life becomes patent, ALL values are sucked into the vortex and destroyed. Once myth no longer justifies the ways of power to men, the real possibilities of social action and experiment appear. The process is one of attrition; a percentage, increasingly larger, leaves to flock in each generation. There were the Beats, the founder of Trinity SDS first foresook Barry Goldwater and Eugene McCarthy has begun to burn bridges behind him. A nihilist is also someone who takes the distinction between living and surviving seriously. If living is impossible, why survive? Once one is in that void, everything breaks up. The horrors. Past and future explode; the present is ground zero. And from ground zero there are only two ways out, two kinds of nihilism: ACTIVE and PASSIVE.

The passive nihilist is content with displaying his disdain for current reality in terms of attitude; he throws dice to decide his "cause" and becomes its devoted

slave, for Art's sake and for a little bread. Nothing is true, so a few gestures become hip. Passive nihilism is an overture to conformism.

The active nihilist is not content simply to watch things fall apart. He intends to speed up the process. Sabotage is a natural response to the chaos ruling the world. Active nihilism is pre-revolutionary; passive nihilism is counter-revolutionary. And most people oscilate between the two, like the red soldier who never charged without shouting "Long live the Czar!" But circumstances inevitably end by drawing a line, and people suddenly find themselves, one and for all, on one side or the other of the barricades.

It is not surprising that the men who manipulate this country have a sort of consciousness of this inevitability. It is, however, basically the same consciousness they have of Malthusian and ecological inevitabilities. In the January issue of FORTUNE magazine, Daniel Seligman reports that one-fifth of the "forerunner"

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On Target

A Question of Priorities

by Alan Marchisotto

If I had to choose one word with which to define our administration, I suppose I'd have to settle on activity. Students have been literally inundated as thousands of words have streamed out the doors of Williams Memorial, sweeping all before them. We see committees, sub-committees, councils, boards and other such creatures of officialdom writing reports, making recommendations, and engaging in general paper shuffling. All of this creates a sensation of motion, presumably forward in motion, which in turn evokes the concept of progress. Progress is an interesting word. Because our society has become so conditioned to rapid change, the word has evolved into the decision maker's Good Housekeeping Seal. Once the halo of progress is placed on an idea or an action, it is immediately shrouded in a cloud of respectability and, ascending to the heavens, is discussed no more. Thereafter, its mention draws only reverent protestations of "that's progress." Achievement of this Nirvana, however, requires that first one must pass through all levels of the human corporate experience. Trinity is currently undergoing progress and this explains why we can suddenly claim a proliferating bureaucracy of our very own. Everyone is busy being progressive and this takes a great deal of time and energy.

I don't mean to belittle the efforts being made toward reasonable change. An institution which declines to innovate and branch out into new fields is assured of ultimate failure or, worse yet, irrelevancy. It would seem, however, that the Administration is giving itself over to rather bizarre flights of the imagination. Hence, the huge burst of activity by committee after committee. All of

this runs the risk however, of doing too much too soon with adequate resources, inadequate study, and snap judgments. For example, it was recently announced that Trinity was going coed. A few days later, the faculty was told that their salaries were going to be raised significantly. This was followed by a commitment to increase scholarship grants for underprivileged students. With some exceptions, these are quite commendable goals and speak well for the future of the College, but it is questionable whether an institution with a \$3,000 dollar budget surplus can realistically expect to accomplish these goals simultaneously, as has been strongly implied.

Coeducation is perhaps the costliest item. In conversations with various administrators, it was made plain that College enrollment will have to be expanded to at least 1,600. The Trustees have not yet faced this question, but their decision is inevitable. As explained to this writer, a minimum of one thousand men are necessary so that the College can continue its participation in intercollegiate athletics. Thus, to be truly coeducational, at least six-hundred women will have to be admitted. This raises some questions. For one, where are these extra four-hundred people going to be housed? Certainly more dorms will have to be built, but where? As our vast acreage is about saturated, perhaps we can go underground. In addition, according to the TRIPOD, these extra students are going to be merged into the present academic structure without increasing the faculty. There are already many courses that contradict the "intimate college atmosphere" that the College attempts to

convey. Adding another four-hundred students will sweep away any remaining illusions.

And what of faculty salaries? This is a most crucial field for the simple reason that the faculty is the College. All the beautiful buildings in the world can't make up for an undistinguished teaching staff. The TRIPOD has reported that we are in danger of losing some of our professors because of our low pay scale. Indeed, a comparison of Trinity with other colleges in the East confirms the urgency of the situation. As has already been demonstrated, tuition increases cannot meet the need. Adding these costs to those of coeducation, and then increasing scholarships to boot, smacks of the supernatural, given Trinity's limited resources. And these are just a few of the programs. The Administration is also, for example, committed to the establishment of a Sociology department.

By moving in half a dozen directions at once, we seem fated to be overpopulated and understaffed. The concept of quality appears to have been relegated to some distant committee for study. Soon, the realization must come that our progress to date has been the formulation of innumerable \$60,000 dollar questions which lack the money to pay the winner. It remains for the College to decide once and for all what its priorities are. Certainly, faculty salaries must head the list. Most fundamentally, however, what is needed is a basic realization that Trinity is not another Columbia with its endless funding and that the drastic restructuring of our 146 year old system that has begun must, of necessity, take more than three or four years.

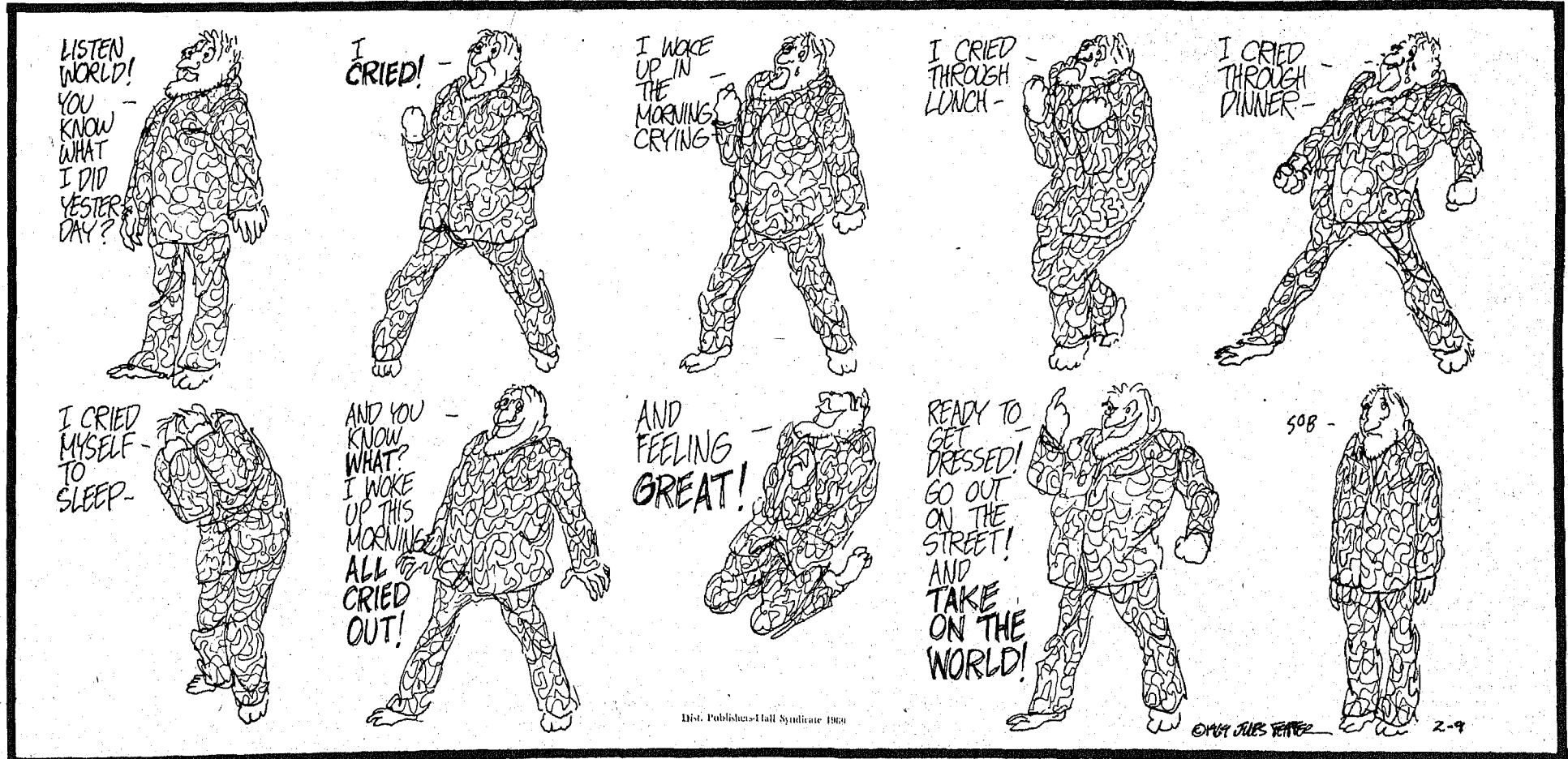
Curriculum

(Continued from Page 1)

In two recommendations dealing with the College's grading system the new report continues the present grading system for the 1969-70 academic year, except for "those under the pass/fail system" but suggests that a committee be established "to study and review all matters that pertain to grades and grading systems." The proposal on grading also extends to Freshmen the privilege of taking a course under the pass/fail system.

In addition to the committee for the study of the grading system the report recommends the establishment of a Faculty-Student Curriculum. This committee, to be composed of the present Faculty Curriculum Committee and three elected student members. The report states that "It shall be the responsibility of this Faculty-Student Committee to oversee the operation of the curriculum; evaluating any changes that may be made; receiving, exploring, and proposing changes and innovations; and encouraging discussion of the process of education at this College."

The revised curriculum report will be voted upon by the faculty this Friday!



THE FINAL REPORT OF THE CURRICULUM COMMITTEE

The following revised proposals for curriculum revision consist of certain recommendations in the Committee's original report which seem to have gained acceptance among a large number of faculty members, and several new recommendations which were prepared to meet the major criticisms directed toward the proposed Distribution Requirements, the Physical Education requirement, and the grading system.

In the presentation of the new recommendations, a rationale for these proposals is provided. It is possible that this material could be incorporated in the final "catalogue copy." Other recommendations drawn from the Committee's original report will not need extensive defense or explanation. However, references to the appropriate pages of the TRINITY COLLEGE BULLETIN and the REPORT OF THE CURRICULUM REVISION COMMITTEE will be provided for your information.

It should be noted that the proposed Non-Major Guidelines submitted in this report attempt to deal with concerns raised by three different constituencies:

1. The desire of the Curriculum Revision Committee to find a middle way between required courses and a totally free elective system, to ensure some breadth in a student's program outside his major field, and to provide a machinery for the creation of new courses (within departments and across disciplinary lines) that are taken by students typically in their early semesters.

2. The recommendation of a sizeable body of faculty to grant students even greater flexibility in designing their own curriculum.

3. The helpful prodding by President Lockwood to induce the Committee to make a clearer statement about (a) our rationale for the new proposals, (b) our understanding of what constitutes an educated man, and (c) our vision of what would be distinctive about Trinity if the new proposals were adopted.

Degree Requirements (See TRINITY COLLEGE BULLETIN, p.3)

The Bachelor's Degree

I. The Curriculum

A Trinity education is designed to give each student that kind of understanding of human experience which will equip him for life in a free society. In order to do this, it must help the student to discover those particular modes of learning which will increase his awareness of himself and of his environment; it must enable him to extend his knowledge within a chosen discipline; and it must encourage him to use the knowledge which he gains to deal responsibly with the problems of a rapidly changing world. The curriculum embodies these aspects of a liberal education.

A student should be self-motivated in his intellectual life, and these motives ought to operate ultimately on a subject matter that has an enduring importance. This sets for the curriculum a dual task. That part of the curriculum which covers the first three or four semesters addresses itself primarily to the exigencies of the student condition. It provides a framework within which students can receive individual attention, discover their principal interests, and have repeatedly demonstrated to them that what they are doing in college is worth the effort. The other part of the curriculum focuses on a more strictly defined body of knowledge, structured and organized so that faculty and students alike are forced to make judgments about the most important ways to pursue their academic careers. While there can be no neat compartmentalization of these two aspects, and no abrupt transition from one to the other, there will in fact be a shift in em-

phasis which coincides roughly with the choice of a major. Throughout the whole curriculum, attention will be given to the objective of preparing the student for the continuing education which a rewarding and constructive life will require of him.

Recommendation 1

The Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in one or more of the departments of Biology, Chemistry, Engineering, Mathematics, Physics and Astronomy, or Psychology, may elect to be awarded the Bachelor of Science degree. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester in college.

the course is determined during the first few meetings by the students in consultation with the instructor. Students are assigned in groups of eight to ten to a single instructor. Their obligations are not to him alone but to the whole group: the seminar is not a loose collection of people, each member engaged in "independent research." The purpose of the seminar program is to show each Freshman that he has ideas that are worth discussing, that he has peers who are worth listening to, and that he has teachers who understand what learning is.

Recommendation 3

Freshman Seminars

Each Freshman is expected to take in the Christmas Term a Freshman Seminar, carrying one course credit.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 38-42.)

'The desire of the Committee is to find a middle way between required courses and a totally free elective system'

(See TRINITY COLLEGE BULLETIN, pp. 31, 33-34, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 15-16.)

* * * *

Recommendation 2

Total Credits for Graduation

A candidate for the Bachelor's degree must receive credit for 36 courses, including all the requirements for a major.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 15-16.)

* * * *

A. Freshman Seminar

One of the problems faced by any college is that of convincing incoming Freshmen, by course offerings and methods of teaching, that hard work is worth the trouble. This is also in good part a problem of motivation, and it needs to be faced squarely by faculty and students alike.

The students who enter Trinity College are invariably intelligent and eager to learn. But too many fail to realize their own ambition. Trinity, however, assumes that one of its obligations is to encourage the realization of that promise and the full exercise of those native capacities.

To accomplish this, one must start early, and with fundamentals. As an entering Freshman, a student must discover what it is to think. Thinking is hard work, and most people avoid it with great ingenuity. Two things seem to be necessary to bring this discovery to pass: the student must be engaged in material which is of importance and of interest to HIM, and he must express himself in writing or in some other medium more appropriate to the given content. In this way a student can come to express his thoughts with clarity, coherence, and precision. What is more, if the subject is one in which a student expresses an interest or competence, then the work will seem less of an imposed task and more of an opportunity to work through his own particular ideas.

Trinity therefore expects each Freshman to take a Freshman Seminar, in which the material of

B. The Non-Major Program of Study

The non-major aspect of the curriculum deals with the problem of linking a student's interests and energies to some appropriate subject matter. This problem is met in two ways: by a Freshman Seminar in which the course content is determined by the joint decision of the students and the instructor within each section; and by a set of Non-Major Guidelines.

The faculty conceives as one of its tasks that it should confront each student with a conception of what it means to be broadly and humanely educated. A first step toward the realization of the conception is taken by the Freshman Seminar, which breaks the usual secondary school pattern of education and sets the stage for new

'Trinity expects each Freshman to take a Freshman Seminar, material determined by students in consultation with the instructor'

attitudes toward learning. These steps are continued as the student constructs his program of study in accordance with the Non-Major Guidelines. The rationale for these Guidelines, like that of the Freshman Seminar, is to demonstrate to the student that his personal interests and private attachments are bound up with a larger world of human culture, science and technology, and social and political institutions in such a way that to consider either in abstraction from the other is a sure rec-

ipe for personal frustration and social irresponsibility. Every student, if he is to meet the criteria of a liberally educated man, should possess competence in ways described by each of the four Guidelines. This competence will ordinarily be gained by a selection of courses within each area which will give his program breadth, cohesion, and applicability to his personal orientation. The body of work taken in each area should exhibit internal coherence and rationality. It is not to be expected that the competence in, and insights into, the areas indicated by the Guidelines will have been achieved by the student in his preparatory school courses; it is to be expected that the College will provide in each of these areas courses that are significantly different from high school courses.

These Guidelines are used by the advisee and the adviser in planning the student's non-major course of study. They are of necessity somewhat general in nature, and cannot be construed as requirements from which a given pattern of courses can be deduced. They constitute the context within which the student and his adviser conduct their deliberations. The selection of a student's academic program is the outcome of an interaction between the particular student, the particular instructor, and the statement of Guidelines, but the student himself is ultimately responsible for the determination of his academic program.

Among the four areas of study the student might be expected to select his non-major course of study are the following:

1. Language and Other Symbolic Systems

Intellectual and social maturity is impossible without an effective mastery of symbolic systems. We all possess this mastery to some degree; the function of education ought to be to make this mastery sophisticated and then to accomplish something new: to provide an understanding of the nature and structure of those systems. We speak with our languages; they also speak for us. An understanding of the constraints inherent in a given mode of communication is the only safeguard against a tyranny imposed by that mode. Included within this area, of course, are the traditional skills: facility in the English language, both in writing and in speech; mastery of

Sensation and Perception
Symbolism and Social Change

2. Man's Interaction with the Natural World

The enterprise of science not only affects those who practice it, but also defines a way of life and type of perception that affects all of us. Modern science represents a monumental achievement of the human intellect - to recount its successes would be tedious and unnecessary. The effects of this enterprise will certainly not be less in the future than in the past, and for this reason it is important that each of us have some understanding not only of the substantive accomplishments of science but also of the historical reconstruction and philosophical interpretations of scientific advances. For these reasons, courses that emphasize the content and methods of science are included along with courses which view science as a cultural and historical fact, and detail its impact on that culture. This area includes, but is not restricted to, designated courses in the Natural Sciences and Mathematics. (In addition to certain departmental offerings, it is urged that specially designed courses be created. The following is a sample of special themes that might be incorporated into these special courses.)

Science and Technology, Environmental Control and Improvement, Generation and Transformation of Energy, Physical Problems in Demography, Oceanography, Human Ecology, Sexual Behavior, Philosophy of Science, History of Science, Biology, Society, and Ethics, Brains and Computers, Atmospheric Science

3. Man's Social Institutions

The habits of mankind are enshrined in social, political, and economic institutions. Within the social sciences, but also within other disciplines, empirical research and theoretical constructs provide us with new tools for understanding this matrix of human activity, and in some cases provide us as well with the means of applying this understanding in consciously determined ways. Many of the courses in this area explore the methods and principles underlying the development of social scientific inquiry by acquainting the students with basic concepts and by introducing them to the formulation of theories. On the other hand, some of the most exciting insights into the contemporary world come through exposure to the more historically oriented disciplines. Courses of this kind illuminate the way in which we retain a sense of the past or the way in which we try to "re-imagine" what others did and why, thus providing us with conceptual models for understanding the present. (Following is a sample of possible courses or themes which might be developed in this area.)

Violence in the American Community, War, The City, Philosophical Foundations of the Social Sciences, Religion and Social Change, Utopias, Philosophy of Revolution, Inequality and Poverty, Technology and Society, Literature and Social Criticism, Metropolitan Government and Regional Planning.

4. Forms of Culture

It is through the literature, the arts forms, and the other forms of our heritage which we call "culture" we gain a better understanding of ourselves and our world. Through these media, including the creative and performing arts, the student is exposed not only to abstract forms but also to some of the most vivid interpretations of human experience. Also, important opportunities are offered within this area for exposure to Non-Western forms of culture. (The following is a sample of special themes or courses which might be introduced in this area.)

The Literature of Africa, Japan, China, etc.; The Black Experience in America; The Hero Concept in

History and Literature; Black Music; Nietzsche and Wagner; Cultural Anthropology; Culture Patterns in the Third World.

It needs to be emphasized that these four descriptions do not coincide with departmental boundaries; nor do they coincide with the more traditional division of courses into Natural Sciences, Social Sciences, and Humanities. The Trinity curriculum is distinctive and innovative at precisely this point; it is a framework within which a student's work is distributed among courses which are not exclusively departmental in character. In part, therefore, the coherence of the curriculum outside the major is provided by the ways of knowing described in the Guidelines, which in many cases overlap the usual boundaries. However, this coherence will not be experienced in the same way by all students, so that each individual is encouraged to make that selection, in consultation with his adviser, which makes the most sense to him. He should seek out connection between courses in different areas, as well as move in to greater depth in one or more directions.

5. Physical Education

The aim of Physical Education is to enrich a student's understanding of himself, to provide him with the means for a thoughtful administration of his own life, and to aid him in accepting himself. The playing fields, gymnasias, and pools are not laboratories where bridges are planned or formulae tested. They are places where changes in personality take place, and where human resources are cultivated

Colleges and universities continually emphasize their dual role of meeting the need for broadening the individual, and at the same time preparing him for useful service to mankind. Meeting the first responsibility requires a complex of curricular and extra-curricular endeavors - participation within which is likely to enrich the scope of one's sympathies, broaden one's outlook, and encourage the exercise of a liberal and generous spirit. The need for

tion shall be to initiate and review proposals for courses appropriate to the Guidelines, and to report their recommendations to the Faculty for its approval.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 24-25.)

Recommendation 6 Physical Education

The College shall recommend to each student that he enroll in the Physical Education orientation program.

A student who fulfills the program of the Physical Education Department shall receive on his transcript a notation: "Satisfactory Completion." A student who does not fulfill the program of the Physical Education Department shall receive on his transcript a notation: "Voluntarily Incomplete."

(See TRINITY COLLEGE BULLETIN, pp. 31, 34, 65 and 116, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 63-65.)

C. Concentration in Majors Fields and Interdisciplinary Programs Recommendation 7 Selecting A Major

Every candidate for the Bachelor's Degree shall complete a major. A student's choice of concentration or major shall be made at any time after the completion of the first year of study and up to the end of the period of the student's Sophomore status.

(See TRINITY COLLEGE BULLETIN, pp. 33 and 35, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 25-26.)

Recommendation 8 Total Required Courses for a Major

No more than twelve courses in a single department will be required by a department or interdisciplinary major.

The guidelines for total course requirements for a department or interdisciplinary major are:

- 1. The total courses required,

including cognates, normally should not exceed fifty per cent of the total number of courses required for graduation.

- 2. A student should not take more than fourteen courses in a single department.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 24-27.)

Recommendation 9 Final Academic Exercise

General Examinations are optional by departments or majors.

Students not taking General Examinations must take final examinations in all courses in their major department or field of concentration, if these courses require them, and are exempt from final examinations in their other courses. Students taking General Examinations in January or in May are exempt from final course examinations in those respective periods.

(See TRINITY COLLEGE BULLETIN, pp. 34, and 36-36, and REPORT OF THE CURRICU-

'The College shall recommend to each student that he enroll in the Physical Education orientation program.'

LUM REVISION COMMITTEE, p. 28.)

Recommendation 10 Interdisciplinary Programs

a. A faculty committee shall be appointed to implement an interdepartmental program of American Studies within which a student may elect a major.

b. A faculty committee shall be appointed to implement an interdepartmental program of Non-Western Studies within which a student may elect a major.

c. A faculty committee shall be appointed to implement an interdepartmental program of Urban and Environmental Studies within which a student may elect to major.

Recommendation 11 Interdisciplinary Major

A student wishing to construct his own interdisciplinary major must, in consultation with a faculty member and with the advice of the department chairmen of the disciplines involved in the program, prepare a program of study which would constitute his major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with his faculty sponsor, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval. All procedures necessary to establish such a program should be completed prior to the regular spring registration for majors at the end of the student's Freshman year or prior to the end of his Sophomore year.

(See TRINITY COLLEGE BULLETIN, pp. 33, 35, and 37, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 30-38.)

Recommendation 12 Honors at Graduation

Honors should be continued as presently established, with the inclusion of honors for interdepartmental majors.

(See TRINITY COLLEGE BULLETIN, p. 55, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 29-30.)

II. Special Academic Opportunities Recommendation 13 Independent Study

Any student or group of students may, after the Freshman year and upon receiving approval of a faculty member and the faculty member's department chairman, undertake an independent study program. Except in unusual cases, a student may take no more than one such course with a given instructor. Such independent study shall not preclude the opportunity for a student or students to undertake an approved independent study program in his major field of concentration.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 48-49.)

Recommendation 14 Open Semester

An Open Semester program to provide opportunity for the undertaking of independent study or an internship shall be established. Under such a program, each student shall be permitted to elect to

participate in some form of independent research or study, study off the campus, or serve as an intern with either a government agency or private organization. The program shall consist of one semester, usually in the student's Sophomore or Junior year. Credit for not more than four courses toward meeting graduation requirements will be granted upon successful completion of such work. In exceptional cases, this program of research, study, or internship might be undertaken during the summer vacation period.

This Open Semester shall provide opportunity for a group of Trinity students and faculty to undertake an independent foreign study program or participate in a similar program with other cooperating institutions. In all instances, students undertaking the Open Semester Program should have a clearly defined educational objective to be achieved.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 42-45.)

Recommendation 15 College Courses

Each year the College will offer a number of special courses to be called "College Courses," which will be listed separately from departmental offerings. Students shall be permitted to take these courses on an elective basis, and whenever possible the only prerequisite would be "Permission of the Instructor."

Any full-time faculty member may give one College Course per academic year. Faculty members who choose to give College Courses have the obligation, in planning such courses, to take into account student needs to plan in advance their course of study, and regular curricular requirements of his department and the College.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, p. 45.)

Recommendation 16 Trinity - Secondary School Seminar Program

One course credit shall be given to any student who successfully completes one semester of faculty approved teaching in the Secondary School Seminar Program. One member of the faculty shall be free to work with approximately ten seminar leaders. His evaluation of the students' work shall be based on visitations to the classroom and student response to the course content and effectiveness of the student teacher.

At the conclusion of the semester, each student teacher would receive a mark of pass or fail, with the option of receiving a written evaluation.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 46-47.)

Recommendation 17 Experimental Student-Teacher Program

A Student-Teacher Program shall be established on a two-year experimental basis. Up to one course credit may be granted upon the successful completion of such a program.

Juniors or Seniors desiring to offer such an experimental course must first secure the approval of a faculty adviser. The student and faculty adviser will then present the course plan to the Faculty

Curriculum Committee for its formal approval. Such courses shall be open to Trinity students and faculty.

At the conclusion of the course, the students in the class will be evaluated on a pass/fail basis by an outside examiner. The student-teacher's work will be evaluated and graded on a pass/fail basis by the faculty adviser.

All procedural arrangements for such a course of study shall normally be completed in time for inclusion of the course title and meeting time in the regular ANNOUNCEMENT OF COURSES issued each spring. In some cases, courses planned for the Trinity Term may be prepared and submitted to the Faculty Curriculum Committee during the Christmas Term. Plans for such courses must then be completed prior to the Christmas vacation in order to assure their inclusion in the supplemental list of course offerings issued prior to registration for the Trinity Term.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 47-48.)

Recommendation 18 Computer-Oriented Courses

Courses appropriate to the Non-Major Program should be designed to introduce the student to the digital computer, the organization of its elements, and its use. Other courses, especially those in the majors of the Natural and Social Sciences, should include, where possible, specific problems which would utilize the computer.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 49-50.)

Related Recommendations Recommendation 19 Course Length and Credit

Each regular course shall meet three hours a week throughout one semester. In addition to classes that meet for three hours a week each semester, courses may be offered which meet two semesters and carry one course credit, courses that meet one semester and carry one-half course credit, courses that meet one semester and carry two course credits, courses that meet one-half semester and carry one-half course credit, and courses that meet one-half semester and carry one course credit.

Continued

'Guidelines: the Trinity curriculum is distinctive and innovative at this point...a student's work is not exclusively departmental'

growth is not terminal, but is continuous, varied, and involves physical as well as intellectual activity. Physical Education demonstrates to the student that this growth and the personal satisfaction that attends it is not solely an affair of the mind.

Recommendation 4 Non-Major Program of Study

The Non-Major Program of Study Guidelines as outlined above shall be established to replace the Basic Requirements. These Guidelines are to be used by the advisee and his adviser in the planning of a student's non-major program of study.

(See TRINITY COLLEGE BULLETIN, pp. 32 and 34, and REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 18-24.)

Recommendation 5 Non-Major Program Study Committee

A Committee on Guideline courses shall be formed from the group of Freshman Seminar instructors. The Committee's func-

'An ad-hoc committee on grading shall be established to study and review all matters that pertain to grades and shall report by May 31, 1969'

Continued

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 16-17.)

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Recommendation 20
Normal Progress

A student who has credit for less than six courses is classified as a Freshman; one who has credit for at least six courses but less than sixteen courses is classified as a Sophomore; one who has credit for at least sixteen courses but less than twenty-six courses is classified as a Junior; and one who has received credit for at least twenty-six courses is classified as a Senior. Thirty-six courses, or their equivalent in half courses, are required for graduation.

(See TRINITY COLLEGE BULLETIN, p. 53, and REPORT OF THE CURRICULUM REVISION COMMITTEE, p. 52.)

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Recommendation 21
Changing Course Programs

Students may drop a course, without penalty, any time during the first third of the semester. Any course dropped during the second third of the semester can only be done with either a "dropped, pass," if passing, or "dropped, fail," if failing. No student shall be permitted to drop a course during the final third of the semester.

Any arrangements for making changes in a student's program must be made with the student's adviser and the course instructor, and reported by the student to the Registrar.

(See TRINITY COLLEGE BULLETIN, p. 51, and REPORT OF THE CURRICULUM REVISION COMMITTEE, p. 52.)

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Recommendation 22
Grades

During the academic year

1969-70, the present letter grade system shall continue in all courses except those under the pass/fail system. The conditions under which the "pass/fail" option applies shall be changed to read as follows:

At any registration, any regular full-time student may elect to be graded with either "pass" or "fail" in any one course for which he registers except courses taken to satisfy a major requirement.

A student who participates in the one-term Open Semester program shall be granted credit, on a pass/fail basis, for up to four courses.

(See TRINITY COLLEGE BULLETIN, p. 51, and REPORT OF THE CURRICULUM REVISION COMMITTEE, p. 51.)

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Recommendation 23
Review of Grading System

An AD HOC faculty-student committee on grading shall be established to study and review all matters that pertain to grades and grading systems. The committee shall devise ways to permit as much participation by faculty, students, and administrators as possible. A preliminary report shall be issued by May 31, 1969.

* * * * *

Advising System

If the selection of courses is not prescribed in detail by the curriculum, then it must be determined somewhere else -- either by the student alone, or by his adviser, or by the two together. The last is the most desirable option, but for it to work, several factors must be presented. First, the instructor and the student must know each other in a way that is hard to realize under the usual advisory system. Good advising grows normally out of the context of teaching and learning. If the advisee is also the adviser's student, the relationship is fruit-

ful because of the variety of interpersonal contacts. If the adviser does not know the advisee as a student, the relationship becomes ritualized and perfunctory. For these reasons, the Freshman Seminar constitutes the core of the advising system. Ordinarily, the Freshman will retain the professor in his Freshman Seminar as his adviser.

A second condition is that the adviser and advisee should discuss the student's program in relation to the educational goals of the college. It is at this point that the Non-Major Guidelines serve to embody a collective judgment on those matters which are worth the investment of intellectual effort. Thus, the selection of a student's academic program will be the outcome of an interaction between the particular student, the particular instructor, and the College's statement of what is worth knowing.

* * * * *

Recommendation 24
Academic Advising

Each Freshman student will be assigned a Freshman seminar tutor as an adviser. This advisee will remain under the guidance of this adviser until the student has selected his major or area of concentration, at which time he will be assigned his departmental adviser.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 53-55.)

* * * * *

Recommendation 25
Academic Calendar 1. There will be in each semester at least two periods during which no classes will be held. The first of these Open Periods will be in October, and will be of a week's duration. The second will be in November, and will include all or part of the week in which Thanksgiving falls. There will also be a Christmas vacation. In the second semester, in February there will

be such a period of three or four class days, and another during April, two weeks in length. Although the November and April periods correspond to vacations we now have and may very well continue to consider as such, the October and February periods are not thought of in this way. Instead, it is intended that these periods be viewed and used by both faculty and students as occasions for relief from the pressures of schedule and routine, and to work on projects requiring blocks of time not provided during periods in which classes are meeting. Faculty members will be expected to maintain their normal periods of time on campus, and students will be expected not to view these periods as an opportunity for a general exodus from the campus. During the October and February Open Periods, the operation of the College will be similar in nearly every respect to its operation as those times when classes are in session.

2. In order to provide the Open Period in the first semester, it will be necessary to have classes begin on the Monday after Labor Day, so that Freshmen will arrive for Freshman Week beginning on Wednesday following Labor Day, with upperclass registration on Friday and Freshman Registration on Saturday.

3. There will be thirteen weeks of classes in each semester, with classes for the first semester ending before Christmas vacation. After the Christmas holidays, there will be a five-day period for reading and review, followed by an examination period of seven days. The reading and review week for the second semester will begin on the Monday following the end of classes on a Friday.

(See REPORT OF THE CURRICULUM REVISION COMMITTEE, pp. 56-63.)

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Recommendation 26
Freshman Week

During Freshman Week every Freshman and transfer student will spend several days in a program of academic orientation preceding his registration for courses. This program should consist of lectures and discussions of the nature and purpose of a college education, and consultation with the student's adviser or Freshman Seminar tutor. This orientation period should offer the student ample opportunity to examine the full range of educational opportunities available at Trinity.

* * * * *

Recommendation 27
February Open Period

During the February Open Period the faculty of each department will meet with majors and other interested students to review the department's course offerings and discuss the department's program for the following year. This time will also provide opportunity for advisers to meet with majors and prospective majors to review and plan their individual programs of study.

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Recommendation 28
Schedule of Transition

Beginning in September, 1969, this revised curriculum will apply to all classes in the College.

* * * * *

Recommendation 29
Faculty-Student Curriculum Committee

The present Faculty Curriculum Committee shall be expanded to include three elected student representatives. It shall be the responsibility of this Faculty-Student Committee to oversee the operation of the curriculum: evaluating any changes that may be made; receiving, exploring, and proposing changes and innovations; and encouraging discussion of the process of education at this College. It shall issue regular reports.

Minority Report on Abolition of Grades

by Jeff Green and Len Mozzi

'...grades are more destructive than constructive...grades as they are presently utilized only serve to instill fear and stifle curiosity...'

Our readings and personal experiences have led us to believe that grades should be abolished. We realize, though, that there are certain practical objections to this proposal, and we feel bound to attempt to answer these objections.

One objection that arises is how the student shall evaluate himself. Without grades, this may be accomplished by extensive comments and critiques of his written work. Tests may be given, but will not be graded. Instead, as Paul Goodman states (COMPULSORY MIS-EDUCATION AND THE COMMUNITY OF SCHOLARS, p. 128), testing will be used as "a means of structuring, and also of finding out what is blank or wrong, and what has been assimilated and can be taken for granted."

Moreover, the student may decide to assume the responsibility of compiling a "dossier" covering his college years, which will consist of lengthy evaluations and critiques of his work written by his professors. This dossier will provide a far better indication of progress (or lack of it) than any number of A's, B's, or C's.

Another objection is that some students perform better when grades are used as an incentive to learning. Here again it seems to us that:

...a primary duty of the university is to deprive the students of their props, their dependence on extrinsic valuation and motivation, and force them to confront the difficult enterprise itself and finally lose themselves in it.

(Goodman, p. 129.)

The argument most often voiced when the abolition of grades is discussed is how will grad schools and businesses evaluate their prospective applicants, if they cannot examine their transcript. The answer seems obvious, test them. If the job requires certain skills or knowledge, interview

and test the applicant to see if he has them. If the student is applying to a grad school, the same logic applies. We have already decided that the purpose of the educational institution is to instill a love of learning, this job is so important and challenging that we cannot spend our time testing people for grad school. The student could also present a dossier such as suggested above.

Another objection raised concerns the classroom itself. How can we make sure that the class won't be held back by the student who does no work and refuses to contribute. First of all, it seems unlikely that such a student would stay in the course since he would not be receiving a grade or any credit. If he did stay and disturb the learning experience of the class, it would be a simple matter for the class to ask him to leave. The other case is that of a member of the college community disrupting the academic life of the college as a whole. This problem could be handled by a committee of faculty and students set up to rule on such questions.

The most difficult objection to answer is that of how will we award a degree. In this area we do not pretend to have all the answers, but rather a few suggestions. For students majoring in a specific field, it seems logical that the students and faculty asso-

ciated with that particular field meet and decide what would be required to earn a degree in that major. Students could submit a thesis, give an oral presentation, take a standardized examination, or go before a board of examiners composed of his peers and faculty members. The possibilities are limited only by the imagination of those entering into this experiment. For students who decide on an interdepartmental major, similar arrangements could be made. We sincerely believe that innovative and exciting methods will be conceived as soon as we determine to discard our present inadequate system.

What we are asking for is a fundamental change in our college. The transition period, we admit, will be chaotic, but this is to be expected. If we really believe that learning is valuable in and of itself, if we agree that grades often hinder the learning process; then we have no other choice but to abolish grades. Let us make learning our first consideration and let us start by making grades our last.

We destroy the disinterested (I do not mean uninterested) love of learning in children, which is so strong when they are small, by encouraging and compelling them to work for petty and contemptible rewards -- gold stars, or papers marked 100 and tacked to the wall, or A's on report cards, or

honor rolls, or dean's lists, or Phi Beta Kappa keys -- in short, for the ignoble satisfaction of feeling that they are better than someone else. We encourage them to feel that the end and aim of all they do in school is nothing more than to get a good mark on a test, or to impress someone with what they seem to know. We kill, not only their curiosity, but their feeling that it is a good and admirable thing to be curious, so that by the age of ten most of them will not ask questions, and will show a great deal of scorn for those that do. (John Holt. HOW CHILDREN FAIL: p. 168)

We have come to believe that Holt's analysis of what grades do is basically true, that they are far more destructive than constructive. We do not feel that evaluation is intrinsically harmful, but we do believe that grades as they are presently utilized only instill fear and stifle curiosity. It is generally agreed that all too often the student will work for the grade as an end unto itself, ignoring the real end of adding to his store of knowledge. A student comes to feel that he has achieved success in his education if his transcript records the required number of credits, and a train of supposedly meaningful A's and B's. These grades, these "hallmarks of learning," become psychological props, enabling the student to continual-

ly evade the issue of whether or not he is being educated, or simply learning to play the game better and better. Furthermore, while grades are often justified because they allow a person with superior knowledge of a field to evaluate his students, what may actually occur is that the student comes to believe that his own worth and abilities are best judged by others, and that self-evaluation, self-criticism, and personal satisfaction are secondary.

We feel that learning is best accomplished in an atmosphere of genuine excitement and curiosity. We emphasize the word "genuine." Only when real excitement is apparent on the part of both students and teachers does the process of education unfold. When this excitement exists the delineation between student and teacher disappears; all become participants; all learn and are taught at the same time.

We have encountered some of our most meaningful learning experiences during informal seminar like discussions. In this atmosphere one person throws out an idea, another person picks it up, adds to it, changes it, and this process continues until a consistent order is reached or the possibilities are exhausted. The process not only provides a tool which may be applied to future experiences, but is also valuable in itself. In a situation such as this grades seem extraneous.

The objection may be raised that grades can be imposed on the situation just described with no effect on spontaneity and originality. In our experience, however, this is just not the case. With the imposition of grades the teacher, instead of being a participant, is forced to become in effect an "outsider." Students view him not only as an instructor, but also as someone sent to evaluate their performance, and they naturally tend to subordinate learning to pleasing the instructor.

Barber Reviews 'Die Walkure'

(Continued from Page 3)

the Conn. Opera Orchestra is adequate in size for most Italian operas, but for Wagner it must be considerably augmented. The dead acoustics of the Bushnell movie-palace make this doubly imperative. For a production like "Walkure," there should have been a special fund-raising drive, or a grant should have been secured in order to hire more union players. There should have been enough orchestral rehearsals so that the musicians, many of whom were playing the score for the first time, would have known the music well enough to look up more at the conductor. Hartford union players are perfectly capable of playing about any opera score excellently, but for lack of local union competition they tend to be lazy. If an Aaron Copland, a Kostelanetz or the typical Ice Show conductor can make these musicians play superbly, why can't maestro Guadagno?

The pacing in "Die Walkure" lacked the drive which a German-oriented conductor would have insisted upon. Where was that restless, surging sea of orchestral accompaniment which Wagner expected in the passionate places? Act I stopped moving in places other than the indicated pauses. How could the singers be expected to put across their lines with this lack of support and drive from the orchestra? It was their function to ride on the rhythm, not to lead the tempi.

I make much of the orchestra because it is so terribly important in Wagner. Even though he is a favorite son of the Conn. Opera Association, unless Maestro Guadagno can muster up more sympathy for operas outside the Italian repertory, he would be well advised to take vacations when works of other nationalists are concerned.

In justice to Messrs. Lewis and Stivanello, I must admit that the basic set for Act II with its rocky mountain peak was impressive. Less successful was that of the Valkyries' rock in Act III. Apparently in both Acts II and III, the man at the light control board confused the cloud switch with the smoke switch.

In Act II, it appeared that a chimney fire from Valhalla was blowing smoke across the rocky mountain pass. In Act III, there was so much swirling smoke that any normal Valkyries would have been unable to sing from the air pollution. Instead, they would have long since been dead from emphysema! At the end of the opera, poor Wotan, instead of striking his spear on a rock to produce flames wandered around looking for them. Eventually a few appeared and the final curtain came down amid quite a number of streamers of unconvincing color.

The set for Act I was unforgivable. If a company insists on producing Wagner with conventional sets, these sets should have the solid, traditional character which the composer had asked for. Instead of the usual great tree in the center of Hunding's hut, there was a filmy, green creation precariously sitting on top of a platform. This non-Teutonic tree must have been loaned to Hartford by the producers of the film, "The Creature from the Lagoon." In all traditional productions of

Dunham Dancers

(Continued from Page 2)

"The Mississippi," a rather staid poem by troupe member Eugene Redmond, was given life through an expressive dance interpretation of Christiane de Rougement. Miss de Rougement, whose fair complexion led much of the audience to believe she was caucasian, was by far the most controlled and tenured dancer in the youthful troupe.

The final number, "Taylor Jones," commemorated the death of a young black militant killed in an auto accident. In their rendering of "Jones," the dancers conveyed both the anger and disgust which permeates the Black masses in America.

The College Community is indebted to the Dunham troupe for bringing to the campus the beauty of Black culture and the agony of its realities. "An Evening of Black Culture" was truly an evening of Blackness and an evening of enjoyment.

"Walkure" I have seen there is usually a hearth with a fire which blazes up and dies down as needed. No light ever illuminated the hilt of the sword buried in our jungle tree. No wonder Siegmund had such trouble in finding it. No door blew open to let in a great burst of Spring when Siegmund and Sieglinde realized they were really in love. As a result, as the lights weakly brightened their romance only progressed from about 50 watts to 75.

I realize this report sounds pretty harsh. The lesson we learn from the Conn. Opera productions of "Boris" and "Walkure" is that these are virtuoso operas to sing, play and stage. In view of the great difficulties, it is amazing that even the Met sometimes puts them across. In spite of what I have said, the local performance of our Italianate "Walkure" deserved much credit for effort. To balance the moments which were really funny stagewise and musically, there were a few moving passages of real impressiveness and many stretches of fairly adequate performance.

All the insurance money in the world will not make Hartford musical audiences grow up. Hartford is still a small town. Last night was like a matinee at the R.K.O. Ushers were parading patrons down the aisles long after the preludes had begun. The chattering during these beautiful orchestral passages was like that we hear during the overture to "My Fair Lady." Doctors were called out on the usual phony paging calls. "Du bist der Lenz" was accompanied by numerous crackling candy-bar wrappers. Neophytes to opera were being given audible synopses of the plot as the music drama progressed. The pay-off in our section occurred in the final scene when Wotan was kissing away the godhood of the voluminous Madame Kuhse resting on his bosom. "Daddy, what's that man doing? Hush, child, he's only trying to kiss her."

Brava, La Walkure! If the Conn. Opera Association follows this up with Sigfrido and Crepuscolo, we should have some real treats in store between the trained bear,

(Continued on Page 10)

Frumunda

(Continued from Page 2)

ing became a sweet, tortuous obsession. What came out drew us, and all those who had stayed awake together. Everyone was smiling, gently tapping their legs with tense, excited hands to the drumless beat; tears rolled down several faces. We three were united, and saw only the music. Once in a while one of us looked up and gave another a frantic smile which said More. We were alone, but very together.

Five arrived; albums and talk followed. Most of us had come off the road; I was the only student. We were passing through, drawn together by the good will and family feeling that characterizes those who have really made it. While the kids in the suburbs showed off their big amps and the few fancy leads they learned from

an LP, others, surrounded by grime and silence, played things simple enough to master in one's first week on guitar. Yet the combination of instruments, people and part was something that the others could not produce. And we smiled on, half of peace and gratitude for the music we could love, and half of pity (and some sad contempt) for those who, in spite of all their "latest news", didn't know what was, really going on.

Spirit, Canned Heat and the Turtles are here at the Bushnell in two days, this Thursday evening. The sophisticated Hartford audience has not been buying tickets, so there are a lot of very decent seats still left. They run at something like three-fifty to five-fifty. Blow some coin and see some good groups. This doesn't happen very often in Hartford.

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LETTERS to the chairman

(Continued from Page 4)

publicity and power.

Educational politics is more than a game. Each student has a more than \$12,000 investment. The educational goal of Trinity College is to make that investment productive. Right now, it is a capital loss.

Richard Behn, '69

on Vassar

(The following letter was written by a participant in the Vassar exchange.)

To the Editor:

Let me begin by saying that Mathew Vassar was in the beer business, and that if the caloric brew was not so suitable to the upstate New York palate, this malignancy in Poughkeepsie would never have been permitted to begin. Possibly that is an unfair conclusion for I suspect that if it hadn't been Matt, some other slightly effeminate philanthropist would no doubt have latched on to the idea of bringing the cream of female prissiness to the coarseness of the Hudson valley. Woe to Mathew, woe to Poughkeepsie, woe to those pitiful phalanxes of well-bred male Americana who brave the elements to arrive at this bastion of emasculating bitches. There is no sense, I guess, in thinking about what would have happened had people preferred apple cider, Vassar is here and to my utter amazement -- the pangs of which usually hit me amidst discussions of what to wear down at New Haven this weekend -- I too am here.

Yes I, Randy Friedman, so long the defender of cheek stubble, beer parties, and evenings with the guys, am here at Vassar, brought to my knees by the seventh sister bitch, whimpering like Othello at the feet of Desdemona.

No doubt you are curious to know my reaction; so was the New York Daily News, Associated Press, NBC, etc., except this time we'll avoid the fond euphemism, interpretive reporting. What I will say is the truth seen through the eyes of one shivering, terrified, college junior, who thought to the amazement of his peers, just like 75 other men thought to the amazement of their peers, that what we had come to expect as the famed weekend date, was but a bad impression, hiding the truth, hiding the real girl. Man, it ain't so!

The Vassaaaaar girl, in case you haven't been paying attention, is a BITCH. Oh that's not exactly true. She's a bitch if she is in any way sufficiently endowed by God to think herself a present day Aphrodite -- man then she's a BITCH. You might recall that the Aphrodite prized by the Louvre has no arms and is still considered beautiful. The criterion for deified pulchritude runs quite similar up here in Poughkeepsie. For the rest, their lot is that of the intellectual recluse. You rarely see these assorted uglies in the winter now, for they subtly sink into the depths of the New York snows, like milk oozing into the pores of toast. Milk toast -- ha!

Anyway the Vassar bitch is up here in Poughkeepsie to get an education. That in itself is indeed admirable, but I am of late coming to the impression that this is but another female ploy. The entire concept of learning for the sake of increasing one's grey matter is a hopeless anachronism up in these wilds. A transformation has occurred up here, no doubt evolving from 1861 when the college began, by which education ceases to be the pure enrichment process as envisioned by Horace Mann, and becomes instead a powerful emasculating weapon. The quest of these cold, calculating lasses is to intellectually flog maledom into a painful truculent submission. (With such a goal, no wonder they study harder than the men on the Exchange program?)

There are accessories to this emasculating role which all Vassar freshmen soon master. First,

DIRT. Ah yes, the emphasis for today's Vassarite is on dirt -- dirty hair, (you know, unwashed like the Polynesian chicks, but without the indigenous sheen), dirty feet, (it's easy without shoes), and best of all, dirty, foul, God knows diseased clothes. Second, the Vassar bitch quickly masters the cold, vicious, laconic reply -- you know the one which is guaranteed to make you feel suitably inferior. Couple this with her third technique, absence of emotion, and you've got the makings of a modern day shrew.

A basic behavioral concept which must always be kept in mind, is that great Eastern Myth, the weekend, God created the world for five days and five nights, and on Saturday and Sunday he went to New Haven. This is an expedient state of mind for it allows the busy female to totally ignore Monday through Friday, with its accompanying homework, vile meals, tenement living quarters, and oh yes, the Exchange boys, often referred to as workday playmates. One can only conjecture what the world for these bitches would be like if there had not been Saturday and Sunday. Certainly there never would have been Vassar college, Vassar seminary maybe, but never Vassar college.

Which brings me to another
(Continued on Page 11)

Ceilings Placed On Book Fines

At a meeting of the Faculty Library Committee on February 6, it was decided to amend the new fine policy which was begun in September. The new policy had accomplished its chief objective -- to get books back on time -- but the extravagant sums owed by many students had transformed the library into a kind of debtor's prison. Under the new regulations approved by the Committee, the present fine schedule will be maintained but there will be a \$5/book ceiling for regular loans and a \$10/book ceiling for reserved book loans. It was also voted to make the ceilings retroactive to include fines already incurred.

In other action, the Committee recommended that the Librarian write to the Senate President suggesting that the Senate designate three of its members or three other students to serve as a Student Library Committee. The students would represent the three lower classes and would be free to meet with the librarian and Faculty Library Committee whenever either committee requested such a meeting. The purpose of the proposed committee is to expand student representation in library policies.

Barber's Wagner

(Continued from Page 9)

the dragon, and the final joint-bonfire in the palace of the Gibichungs and Valhalla. One thing worries me. When Dobriansky put Kuhse to sleep on the Valkyries' rock, he didn't even have the courtesy to cover her with her breast-plate as most polite Wotans seem to do. Since she will be subject to the rain and snow of fourteen to sixteen years before her nephew Sigfrido awakens her, the Hope of the World may find he has inherited a rather soggy mess!

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Physics Course Updated

Stresses New Discoveries

"A student who rode a horse to class and studied by candlelight a century ago could look at an introductory textbook today and feel that little has changed in the world of physics," the nation's physics teachers were told last Tuesday.

It was this "startling state of affairs," said two Professors, Dr. Charles Miller and Dr. Bradley Perry, that led them to overhaul their introductory physics course and "bring it into the 20th century."

In presenting a paper on "A New Introductory Approach" at the joint annual meeting of the American Physical Society and American Association of Physics Teachers being held here this week, Miller and Perry said "most introductory physics courses still begin with a description of Newton's time-honored laws of motion -- hardly the most stimulating discoveries for a student of the 20th century whose vocabulary includes nuclear reactor, curved space and laser beams."

The speakers said, "Physics research over the past 60 years has shown that the concepts and theories of classical physics, used since the time of Galileo and Newton, do not describe phenomena at the atomic and nuclear level." Dr. Perry said "Our principal motivation has been the belief that phy-

values (position and velocity) is incorrect for the atomic particles of which presumably all matter consists."

Later in the new Trinity course the conservation laws are applied to tangible objects in such a way that the student can derive Newton's three laws of motion.

After two years of using the new approach, the authors report "we have discovered to our surprise a very close relationship between the description of physical reality and the fundamental laws...often discussed in philosophy but a unique encounter in a physics course."

One of the major difficulties encountered in the new approach is the lack of adequate text and reference material. The Trinity teachers also had to arrange a new order of laboratory work to support their approach. The Trinity students were thus working with radiation counters and observing the collision of elementary particles early in the course.

Professors Miller and Perry said, "While it is too early to make long range conclusions, we feel a new excitement from the students and note a retention of more physics students who might otherwise have gone over to other majors."

ysics should strive to give universal and fundamental principles, not ones with limited application."

The authors of the paper feel "physics should give a unified description of nature, and we therefore present, from the very beginning, those concepts and theories which are now believed to be universally true."

The result has been a major reshuffling of material to accommodate the new change in emphasis. Atomic and nuclear physics play a central role in the course from the outset. The first principles emphasized are the conservation laws such as the conservation of mass-energy and momentum and a description of physical systems in terms of these conserved quantities.

This is in direct contrast to the usual introductory course which describes systems in terms of precise values of position and velocity.

"But if you do this," said Dr. Miller, referring to the classical approach, "you later must admit that the concept of these precise

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Crew Outlook Promising (Continued from Page 12)

so there will be plenty of ten and twenties (intervals of ten or twenty strokes at full power). There are over sixty men presently on the crew roster, 5% of the college. The competition is going to be murderous for seats in the first boat this year. People looking to sit on the port are Dan Drury '70, last year's varsity stroke and a consistently fine performer; Steve Hamilton '70, a veteran of the varsity six seat last year and the possessor of some of the finest blade work on the squad; huge Mike Davidson '70, who rowed last year at four; and the indefatigable Jack DeLong '69, JV stroke for two years, co-captain, and his eighth year of rowing. On their tails will be Don Pugh '71 and Jeff Clarke '71, hoping to break into the first boat as sophomores.

On the starboard, the competition is Bill Canning '69, a big man, two year veteran of the JV, who allegedly has pulled a Faust for a varsity seat in his senior year; Bill Melcher '69, co-captain, a longtime varsity man who is well respected as an oarsman; Keith Pinter '69, a two year first boat veteran; and Bill Newbury '70, last year's JV seven man, noted as a cool, consistent oarsman. Plaguing them will be Bob Benjamin '71, Steve Lines '71, and Jon Miller '71, all of whom have been very impressive at weightlifting. Everything points to a good year at the least. The heavyweight racing schedule has been completed, and the lineup is the toughest Trinity has ever faced, since our record over the past several years has been impressive enough to at-

tract some of the good schools and convince some people that we are on the way to at least a commanding position in New England small college rowing.

Frosh Trip

(Continued from Page 12)
Sam Merrill led all scorers with 27 points, followed by Floyd with 23. Tom Vincent had 21 for the losers. Coach Wilson had only words of praise for his team. He felt that his squad has improved considerably since their last game, and hopes that this victory will provide the psychological lift to help through some of their tougher remaining games. In an earlier game last Wednesday our Frosh lost to Union 98-72. Offensive mistakes played a big part in the loss, as the Bantams turned the ball over thirty times. The Schenectady foes were ahead 58 to 27 at halftime. Coach Wilson's only comment was "It was a debacle."

Featurette

Williams Blanks Dathmen

In our last episode, we left the Dathmen dropping a close one to the Indians of Dartmouth by a score of 5-4. As we rejoin our non-plussed nine we find that it has been a downhill fight in the interim.

Last Wednesday, the varsity squashmen went under with a 6-3 defeat at the hands of Amherst and were blanked by Williams on Saturday. They meet Fordham here today.

On Wednesday, carrying home the honors (few though they were) were Pete Campbell, Norm Hannay and Mike Ramseur. It took a full five games to come up with a winner in the fourth spot match. Campbell won the second, third and fifth games with scores of 15-5, 15-10, and 15-7. Battling Campbell was Amherst's Frank Cushman took the first and fourth by 11-15 and 12-15.

Although the first match, which ended at 18-17, was close, Norm Hannay swiped the second and third from Lord Jeff Tom Suher easily, those bouts finishing 15-8 and 15-7, making it three straight for Hannay.

Ranking number eight, Mike Ramseur battled Peter Sarafan to a 3-1 conclusion in games of 15-5, 15-10, 10-15, and 15-9.

In the loss column going from bad to worse were Bob Harrity, who fought a close one (3-2) with Kent Jones from Amherst, and Earl Millard, who won two but handed over three to Brent Nicklas.

Continuing with the bad news, top-man Peter Wiles was overruled by Billy Meadow in games of 15-13, 15-9, 5-15, and 15-4. Captain Mike Beautyman relinquished three consecutively by margins of 15-10, 15-13, and 15-6.

Lee Strickler chalked another win up for the Lord Jeffs defeating Spencer Knapp, 15-11, 8-15, 15-13, 15-3. And rounding things out, Nick Booth dropped three in a row to Steve Cohn: 17-16, 15-8, and 15-13.

Deserving an honorable mention, tenth ranking Scott Lennox won his second consecutive battle, the first being against Dartmouth a week ago, by defeating Barry Lins 3-0.

Moving right along now, we turn to Saturday's catastrophe at Williams. The only thing that was new about this match were the standings for Trinity. As a result of challenge matches within the squad, there was some trading of positions.

Peter Wiles held onto his lead

and in the number one slot dropped three and won one from his Williams opponent. Mike Beautyman (losing 3-0 in Saturday's battle) traded places with Bob Harrity, who moving from number two to three lost 3-0 also.

Still ranking number four, Pete Campbell suffered three defeats while enjoying one win in his match. Also maintaining his position (no. 5) Norm Hannay passed up three and won one on Saturday.

Moving up from the seventh to the sixth spot, Spencer Knapp fought to a close 3-2 loss at Williamstown. Earl Millard, formerly number six, dropped his match with a final score of 3-1. Holding onto their eighth and ninth slots, Mike Ramseur and Nick Booth had victory wrenched from them in matches of 3-2 and 3-1 respectively.

Coach Roy Dath was optimistic when asked about this week's matches versus Fordham on Tuesday and Wesleyan on Wednesday (both on the home courts) saying we should take both of them. It really would be nice.

The Frosh now have a record of 3-4. The next Frosh game will be tomorrow when they travel to Wesleyan. Game time is 6:30.

Letters

(Continued from Page 10)
point, celibacy. To be one of 76 men at a school with 1500 girls, one has either to be a celibate or a eunuch. I am, of course, neither, and though the balm of salt peter has yet to be sunk in our proverbial mashed potatoes, cold water compresses are valiantly sustaining us. Oh, you probably want to know if I'm having a good time. The answer is a resounding YES. What type of human being do you think I am anyway. Sure they are bitches, but there's 1500 of them! That last part about the cold compresses -- DON'T BELIEVE IT.

Randy Friedman '70
Lathrop 103

Springfield, MIT Clobber Swim Team

by Vic Haas

The Trinity College swim team, woefully outmanned and outclassed, lost two meets last week by substantial margins. With nine men swimming eleven races, the team was swamped by Springfield 69-26 on Wednesday the 5th, and dunked by M.I.T. on Saturday the 8th, 55-39.

On Wednesday fourteen people turned out to watch the team, including eleven parents of the Springfield team, two TRIPOD reporters, and one Trinity fan. The fan support was stretched thin as the team swam uninspired races and recorded poor times. Coach Slaughter was forced to forfeit the first race for lack of personnel, and except for senior Mike

Wrights, it was all Springfield from then on. The Needham, Massachusetts senior won both the 50 freestyle and 100 freestyle, the only two races the team won all day. Captain Doug Watts took a second in the 200 freestyle, as did Art Ross (50 free), Mitch Hankin (Backstroke), Bob Hurst (500 freestyle) and Chris Knight (Breaststroke) in their respective races.

On Saturday the 8th the team fared better, but was still outdone by the Engineers, 55-39. Again stretched thin by the lack of personnel, the Bantams were behind 15-1 after only two races. The team swam well after the poor start, garnering four firsts, but it was not enough to win.

Wright again proved himself to be the most consistent winner by winning the 50 freestyle and taking a second in the 100 freestyle. Chris Knight took firsts in the Individual Medley and Breaststroke, while Bob Hurst garnered seconds in the I.M. and 500 freestyle. The freestyle relay team of Wright, Art Ross, John Notman and Watts took a first in the last race of the day, but it wasn't enough to better the team's record from 1-4.

The glaring weakness is not so much quality for the Bantams but quantity. Juggling swimmers in and out of their natural stroke, Coach Slaughter is fighting a losing battle. The team dearly misses the many good swimmers who "don't have time to swim." So if you know anybody who can dogpaddle, float on his stomach or hold his breath for two minutes, send him down to Trowbridge pool. Please.

The winless freshmen team also went down to defeat, falling to Westminster 58-37. Derek Mansell led the Trinity scoring, winning the 60-yard freestyle (Westminster has a 20-yard length pool), and also the 100 yard freestyle. Dave Livingston took the 100 yard backstroke and the relay team won the 400 free relay.

End of Stick

(Continued from Page 5)

students feel a sense of solidarity and identification with the new left. He urges business to make itself attractive to these people, then commenting: "At the moment, they seem quite capable of bringing the disorders that have beset the campuses into much of their parents' world--into business and government...(they also can decide to take part in accordance with the present structure)...We should begin to discern their choice in another year or two." The point is, that if they manage to attract executives, the majority of them will be passive nihilists, people having no will to support the corpus of capitalism against the onslaught of their brothers the active nihilists and revolutionaries. There can be no doubt that the revolution will come: it is the only wealth left in our affluent society.

TRIPOD COFFEE HOUR

There will be a coffee hour in the TRIPOD office between 4 and 6 p.m. this afternoon. The editors are anxious to speak to students interested in working on the news, arts, sports, features, columns or photography staffs.

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TRAILING CLOUDS OF GLORY...Captain Kirk Marckwald of the Trinity Icemen moves down the ice leaving opponent in the shavings as the team beat Rutgers Saturday night by a score of 6-5. (Peter Devine)

McFeely's Late Goal Sparks Skaters' Win

Cliff McFeely's goal in overtime broke a 5-5 tie Saturday night and gave the Trinity hockey team a 6-5 victory over Rutgers in a game at Princeton, N. J.

The victory boosted the skaters' mark to 5-3-1. They entertain New Haven College this Saturday in the Hartford Arena.

McFeely scored his goal after 1:07 of the sudden death overtime had elapsed. With Rutgers being two men down, the sophomore attackman split between two enemy defensemen and scored the winning tally. McFeely had been promoted to the front line following

a first-period injury to "Smiling Henry" Barkhausen.

The tie had been created following a Rutgers third period tally. The Bantams netted two goals in the first period and three in the second, but were held in check in the third.

Frank Stowell and Tom Savage got the Bantams off to an early start by tallying in the first period. Stowell again scored in the second. The other two Trinity goals were netted by sophomore defensemen. Spike Birmingham and John Milliken each tabbed one to give Trinity a total of five.

Coach Ray Batson commented on his team's progress since the Christmas vacation, "I think right after semester break we had a let-down. We're really coming along well, now though. Through the season, we started off well, tapered off, and now we are coming back again."

Batson also spoke on Trinity's three final opponents. Saturday's game (against New Haven) should be the toughest of the three. We shouldn't have any trouble with the other two (Quinnipiac and Wesleyan)."

At Wes Tomorrow

Rochester Smashes Shaltsmen 75-69

by Paul Sachner

The Trinity basketballers faced another pair of toughies last week, and Robie Shalts' charges emerged on the short end once again, dropping a 75-69 decision to a good Rochester team Saturday night. On Wednesday, the Bantams lost a squeaker to Union at Schenectady, 72-69.

The two setbacks drop Trin to 5-9 on the season, as the Hill-toppers have now lost five of their last six encounters. They go for victory number 6 at Wesleyan tomorrow.

The home court advantage seemed to make the difference in the Union loss as a late Trinity comeback proved futile. Union proved to be red-hot from the floor, hitting on 26 of 53, for 49%, compared to Trin's 26 of 70 for 37%.

Joe Pantalone once again paced Trinity in the narrow loss, scoring 19 after an unusually slow start. Howie Greenblatt followed with 16, and Larry Dupont also chipped in 10. Pantalone's 16 rebounds led Trin to a 50-35 edge in that department, but the Bantams simply couldn't cope with the hot shooting Union team.

A large field house crowd was on hand to witness a highly-touted Rochester team send the Bantams to their ninth loss, 75-69, in a Saturday night contest. The final score, which shows a close contest, is actually deceiving, as Trin was clearly outclassed by the New Yorkers, now 9-4 record-wise.

The first minutes showed an intense contest with Rochester taking an early, but not overpowering lead. The teams worked deliberately for their shots but the Hilltoppers proved to be exceptionally cold as Rochester took a

Trinity's Crew Outlook Promising; Many Seasoned Veterans Return

by Keith Pinter

The prospects for this year's crew look better than they ever have.

Last year's varsity, which finished sixth last year at the Dad Vail Regatta, contained six sophomores and three juniors. The Dad Vail, held annually in Philadelphia, is tantamount to a small college championship for schools east of the Mississippi. Last year's JV had only two seniors in it, and there is a good crop of sophomores coming up from last year's strong freshman boat.

The coming season promises to be one of major changes at the boat-house. The one lesson that stood out from our experience at the I.R.A. regatta in Syracuse last June is the conditioning is of enormous importance. To that end, the whole squad began a serious weightlifting program immediately after fall grew ended in early November. The weightlifting will continue right through the racing season. The crew, of course, stays at school to practice over spring vacation, so crew at Trinity is now an all-year sport, excepting only summers and Christmas.

Varsity rowing coach Norman Graf, who is also the assistant registrar and advisor to the college's black students, has instituted a Pennesque point system this year. Each upperclass oarsman receives a point for attending a workout. During the fall, two boats were made up by random drawing each Friday and they raced each other on the 2000 meter course. Each man in the winning boat then won an additional point. Points are also awarded for attendance at weightlifting sessions.

The point system will be in effect until shortly after the beginning of spring vacation, when the four port and four starboard men with the most accumulated points will be out in the first boat. Then the system will be dropped, and those people will have to defend their seats.

Graf to Stress Conditioning

Also to be inaugurated at Trinity this season is a lightweight rowing program. A lightweight boat must average no more than 150 lbs., with no man over 160 lbs. At big schools, lightweight oarsmen traditionally weighed in on the day before a race, and so often a 170 lb. man would start starving himself on Wednesday, get down to 160 for the Friday afternoon weigh in, and then eat enough to get back up to 170 lbs. by race time Saturday afternoon. This was such a drain on the heavyweight program that the rules have been changed, and the weigh in is now six hours before race time. Graf claims ten lightweight oarsmen, although some of them will probably end up in one of the heavyweight boats.

A lightweight program is an extremely ambitious undertaking for a school of this size, and their racing schedule, which is not yet complete, will probably include schools like Yale, Harvard, Dartmouth, or M.I.T.

Even with the lightweight program, there are more than enough upperclass oarsmen out this year than will fill the varsity and JV boats. Graf anticipates a heavyweight four (without coxswain) this year, with a full racing schedule, and perhaps even pairs and singles. He would like to arrange varsity four races with Amherst, Wesleyan, and George Washington University, and also some races with prep schools that race fours, such as Choate or South Kent. Most colleges do not ordinarily race fours, but there is a tradition here that anyone who wants to come out for the team will be able to row if the equipment is available.

The freshman program is under the guiding hand of Coach William

Gamewell Young '69. A scrapper who rowed on the '66 freshman boat and on the last two JVs, Young is taking on the grueling job of being a coach of a sport which has never had proper support facilities in the form of managers and a rigger, and hence on which the coaches take care of the temperamental equipment themselves. Young says he has several big, experienced men out. He and Graf have been aggressively seeking out big, inexperienced freshmen, Harvard style, and so it looks as if our tradition of outstanding freshmen crews will be at the least carried on. Young looks forward to having two freshmen eights and a four.

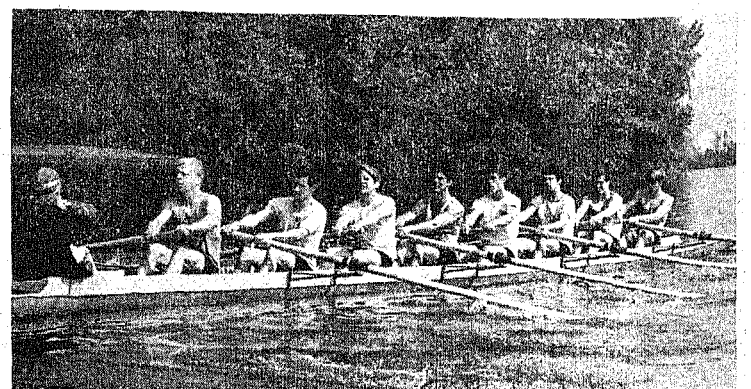
There will be a stylistic change in Trinity's rowing this year. The problem is to apply power to the oar handle as soon as the oar blade has entered the water, making the boat jump forward early in the stroke. The difficulty involved in this is that the recovery, which part of the stroke during which the blade is not in the water, must be very delicate and smooth, lest a jerkiness disturb the balance or motion of the shell, while early power demands immediate full power with the larger and hence slower, muscles involved in the stroke. The oarsman must not ruin the run of the boat on the recovery by overanticipating the punch to be applied when the oar enters the water, while overconcern with delicacy on this part of the stroke can soften the initial drive.

The resolution of this conflict was to introduce an intermediate step between the recovery and the power; as the blade is dropped into the water, the oarsman pulls back with his outboard shoulder before applying the leg and back drives. It is difficult to learn, since there are at least three other distinct motions to be performed at almost the same instant, but it was demonstrably valuable this fall.

Graf anticipates that the crew will be getting on the river earlier than usual this year, perhaps even by next week, weather permitting. Practices this year will change to fit the new emphasis on training. They will be shorter and more intense, with fewer long paddles. Interval training has been central in crew ever since the Germans started using it to win Olympics, (Continued on Page 11)



Eight of the nine members of the Trinity JV boat pictured in these photos, that went to Syracuse for the IRAs will be eligible this year. They are, from left to right: Alex Belida, Jack DeLong, Bill Newbury, Dave Knowlton, Phil Pennington (graduated), Steve Hamilton, Keith Pinter, John Ingram, and Bill Young. (John Monaccio)



Frosh Trip Westminster.

Victory was doubly gratifying for Frosh guard Al Floyd Saturday night as the Trinity Freshmen gained a 71-63 victory over his old alma mater Westminster Academy.

Westminster dominated the early minutes of play, jumping to an early lead, and applying a brutal press from the outset that looked like it was going to be troublesome to the Bantams. Things looked bad when Center Tom McGuirk picked up three fouls in the early minutes of play, and Coach Joe Wilson had to bench him. In his place he inserted 6'4" Tom Greene, who had only been on the team for two days. Despite this handicap he performed well.

Trin adjusted to the Westminster press and caught up only to be stymied by their zone defense. The lack of a good bench became evident late in the half, when Westminster substituted fresh players, who staged a late half scoring drive aided by Trinity fouls caused mainly by fatigue. At the half the score was Westminster 38, Trinity 30.

The Bantams began the second half with a zone defense that was aimed mainly at stopping Westminster's big gun Tom Vincent. He kept scoring but the rest of the team was stopped. Westminster kept their eight point margin for the first minutes of the half, but Coach Wilson then put McGuirk back in and the drive began. He was only in for about two minutes before he picked up his fourth foul and returned to the bench. Nevertheless Trin was on the march. With five minutes left to play they tied the score at 52 all, then forced the less experienced Westminster squad into fouls and mistakes, which the Bantams used to pull ahead and remain ahead for the remainder of the game.

As soon as they were safely ahead, the Frosh started stalling to run out the clock. Westminster made a futile effort to stop it, and tried a last minute rally, but was unsuccessful, as guards Al Floyd and Dave Nichols ran the stall with precision. The final score was Trinity 71 - Westminster 63.

(Continued on Page 11)