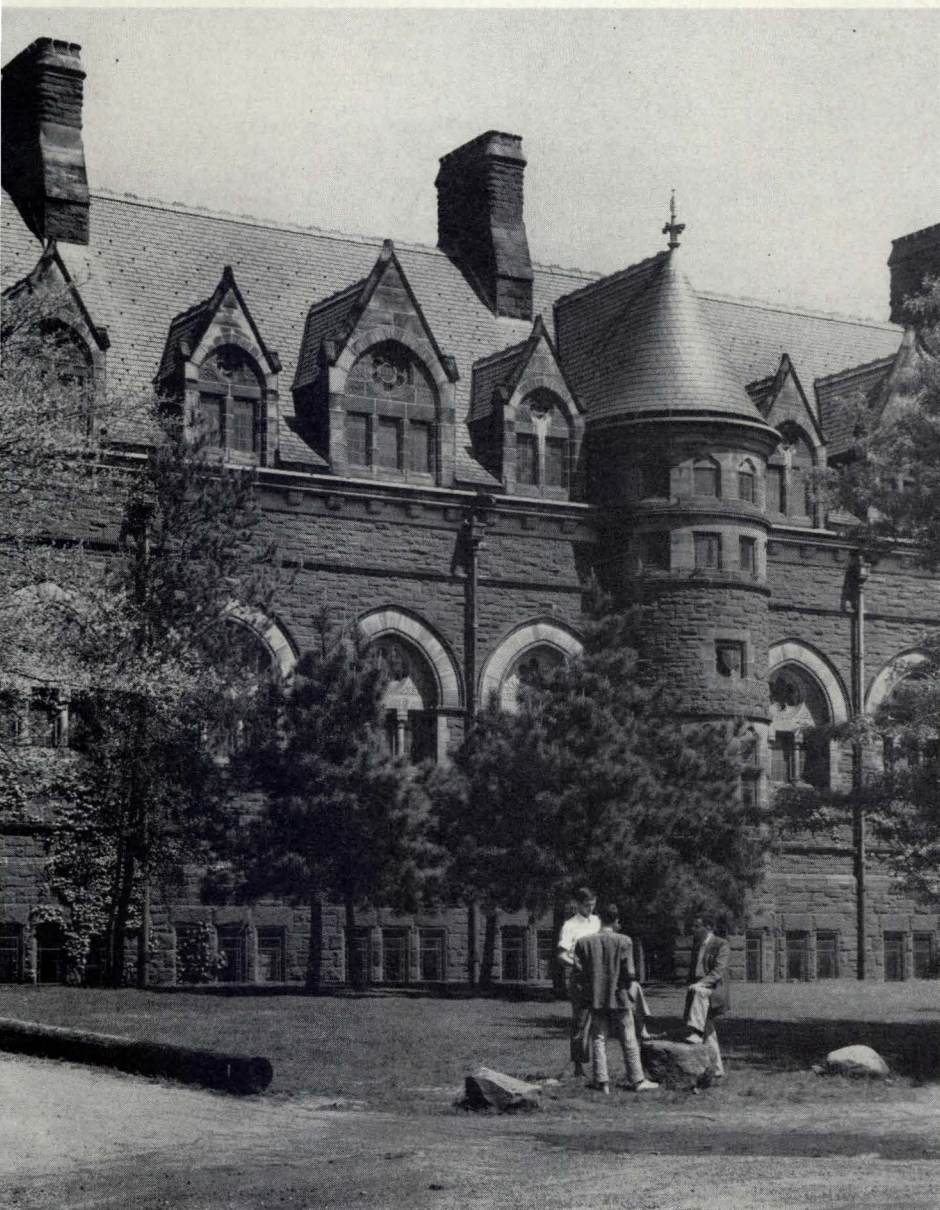


# TRINITY COLLEGE BULLETIN

MAGAZINE ISSUE

• MAY 1955

• HARTFORD, CONNECTICUT



*Seabury Hall*

## IN THIS ISSUE

Campus News

President's Page

*Articles on*

Trinity Doctors

Vernon Kriebel Retires

Adventure in Education  
in Brazil

Teacher Education

The Trinity Elms

The Historical Novel



# TRINITY COLLEGE BULLETIN

Vol. LII (New Series)  
May 1955

No. 5

*Edited by* Robert M. Bishop  
*Staff*—H. Richard Schumacher, Robert L. Sind, '55.  
*Issue Advisory Committee*—Albert E. Holland, '34, William R. Peelle, '44, John F. Butler, '33, John A. Mason, '34, J. Wendell Burger.



Published eleven times a year by Trinity College. Entered January 12, 1904, at Hartford, Connecticut as second class matter, under the Act of Congress of July 16, 1894. Accepted for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized March 3, 1919. The issues are as follows: President's Annual Report, September; College Magazine, February, May, December; Alumni Newspaper, January, March, June, November; Catalogues, April (Summer), August (Evening), October (General).

## EDITOR'S CORNER

After eight years as director of public relations for Trinity, your Editor this summer will leave the College to rejoin President Keith Funston on the executive staff of the New York Stock Exchange. Our term has been an era of one of the greatest opportunities in college history, of opportunity taken and made successful. No longer is Trinity spoken of as a "freshwater college," a term apologetically used widely eight years ago. It has come to full stature among the historic, national, New England, liberal arts colleges.

As our Valedictory, we would again remind all friends of the College of a truth we have often stated: that the maintenance of Trinity's present position and its improvement is up to you,—your financial support and your work for Trinity. Trinity will not remain a top-flight college unless faculty and staff salaries are increased by at least 50 per cent in the next decade. Your Editor looks forward to joining as an alumnus in this great challenge.

## *Education of A Free People*

*From a recent address by President Albert C. Jacobs*

Man is not a happy, contented and useful member of society unless he has had an opportunity to grow, to develop, to reach the full stature God meant him to obtain. Thwarted, blighted, narrow persons are the seedbed of trouble and discontent, fertile fields for the nurture of alien ideologies.

A human being renders his greatest service to mankind by the maintenance of the integrity of his individualism and by a lofty self-respect, gained through useful accomplishment and through resourcefulness.

A government such as ours depends for successful operation on the knowledge and wisdom and self-discipline of its citizens, on their willingness intelligently to assume the responsibilities self-government imposes. The freedom basic to our heritage is not guaranteed by law or by constitution or by Bill of Rights. It rests on the citizens themselves, on you and me.

This heritage and all that we hold dear and precious are at stake in the conflict with totalitarianism. Victory depends not on governmental edict, not even on military might, but on what the individual citizen does in his day-to-day acts, on his assumption of community and government responsibility. He occupies a position of compelling consequence, more so than at any time in our history. He is the very heart of our ideology, of our way of life.

We must see that he has the wisdom, the courage, the self-reliance, the moral and spiritual strength to think for himself and to act for himself, to decide for himself without dependence on or help from paternalistic government. Never has the world so desperately needed a proper sense of values, a crystal-clear perspective.

For all of this, sound training in the liberal arts is essential.

Freedom, rare in history and brief in time, as an ideal of western civilization, has come to us through the liberal arts and through the writings and teachings of those trained therein. The liberal arts provide more than just the transmission of this free heritage. They are the means for its preservation and furtherance; the professional training for citizenship and leadership; the very strength of

free people.

There must be coupled with our technical and scientific advance all the resources and the strength and the wisdom which the liberal arts can rally; they must serve as a leavening influence. With an educational system which emphasizes vocationalism and specialization, we are hardly prepared to guard the heritage of free peoples, indeed, to appreciate our own heritage.

Education in the liberal arts always is interested in training the uncommon man—not as man is or has in common with other men—but what he may and ought to become as a unique child of God, with the promise of perfecting his capacities in service to God and man. "Ah, but a man's reach should exceed his grasp, or what's a heaven for?"

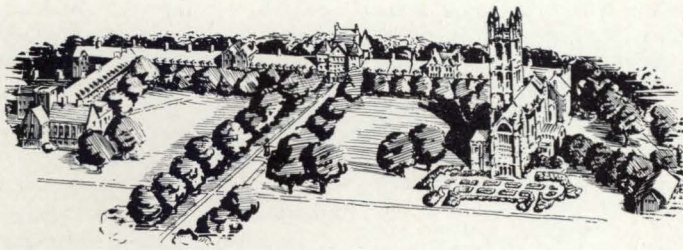
Only such a man is the final object of a liberal and liberalizing education. The communists, let us not forget, are interested in the common man, and educate not to liberate but to indoctrinate. They challenge all that we hold dear and precious; and do so with the weapon of materialism which has taken over the thinking of too many of us.

Our goal must be just the opposite—to help create the uncommon man, the moral and spiritual man; the man who will search himself so that he may distinguish the values he considers really worthwhile. Our goal must be to free and not to enslave, to raise all men to the stature of free sons of God and not bound slaves of the State!

If present trends continue, we will have a generation that will fail to appreciate our heritage and the freedom on which this nation was built. We will have a people interested only in material things, in making more money, in seeking more physical comfort and security, a people leveled to the mediocrity of conformity. Gone will be the glory and the beauty of our heritage—its deep religious, cultural and spiritual strength.

In the final analysis, freedom and constitutional government depend upon the individual, upon his character, integrity, self-reliance, intelligence, and initiative, upon his spiritual strength—the very qualities liberal education aims to develop. This is the education of a free people.





## On Campus ❖❖❖

FOUR FACULTY PROMOTIONS and three appointments to the Faculty, all effective in September, have been confirmed by the Trustees of the College and announced by President Jacobs. Heading the list is Dr. J. Bard McNulty, who has been advanced to the rank of associate professor of English.

In addition, three instructors have been promoted to the rank of assistant professor—John A. Dando in English, Dr. Paul W. Kurtz in philosophy, and George E. Nichols, III in drama. Mr. Dando is a particularly well-known figure in the Hartford area for his weekly WTIC-radio program "Behind the Pages" in which he discusses books and authors.

Original appointments to the Faculty have been accepted by Dr. Stanley Zimmering, lecturer at the University of Rochester, as assistant professor of biology; by Montgomery B. Angell, former lecturer at Tubingen University and present assistant instructor at Yale, as instructor in German; and by Joseph St. Jean, Jr., research assistant at the University of Indiana, as instructor in geology.

DURING THE MONTH OF APRIL, the Library was the scene of what Librarian Donald B. Engley called "one of our most striking and popular exhibits in years." He spoke of a display of books and paintings which traced "The Development of American Bird Illustration" over more than two centuries.

Exhibits ranged from a volume published by Mark Gatesby in 1731, the earliest known colored book of American birds, to recent paintings by Roger Tory Peterson of Old Lyme, Conn. Also represented in the collection were such noted figures in the field as John James Audubon, Charles Lucien Bonaparte, nephew of Napoleon, and Louis Fuertes.

"The Development of American

Bird Illustration" also served as the topic of lecture by Dr. S. Dillon Ripley, associate curator of Yale's Peabody Museum of Natural History, at the annual meeting of the Trinity College Library Associates on April 22.

AS AN AUTHORITY on modern Greek poetry and folklore, Dr. James A. Notopoulos, professor of classical languages, has earned a wide reputation in American scholarly circles. The Voice of America decided last month to put his knowledge to use in the government's overseas information work. Dr. Notopoulos recorded two programs on contemporary Greek poetry for broadcast in Greece. The VOA liaison man on the project was Emanuel Athanas, who received a master's degree at Trinity in 1933.

TRINITY'S GOTHIC CHAPEL made the front page in Hartford last month—the front page, that is, of the telephone book. When the 1955 directory went out to 240,000

subscribers in the capital area and to long distance centers throughout the country, its cover carried a decorative line drawing of the College Chapel.

The Trinity "cut" replaced a drawing of the Veterans Memorial Arch in downtown Hartford, which appeared on the cover of the 1954 phone book. "This is the first time," observed *Tripod* managing editor Laird Mortimer, "that Trinity will be on the front page all year long."

ART EXHIBITS are keeping the members of the Trinity fine arts faculty busy. Associate Professor John C. E. Taylor, Assistant Professor Mitchel N. Pappas, and Instructor Charles Ferguson all were represented at the annual show of the Connecticut Academy of Fine Arts in the Wadsworth Atheneum in March.

The three of them also have paintings and sketches on display in the Faculty-Student Art Exhibit now in the library conference room. In addition, Mr. Ferguson exhibited 41 paintings and sketches at a show in his Hartford studio during the first week of April.

TRINITY PLAYED HOST in its Field House last month to the Northern Connecticut Science Fair conducted by the Association of Science Teachers of Northern Connecticut under the sponsorship of the *Hartford Times*. Thousands of local citizens filed through the Field House to view more than 600 exhibits prepared by senior and junior



The Trinity Air Force ROTC drill team executes an intricate maneuver at the command of leader Gordon Maitland, Jr., '55. The College unit served as host for the third annual AFROTC Area "A" drill competition in the Hartford Armory on April 17. Cadet teams from 15 New England colleges took part.



high school students. Several members of the college Faculty served on the panel of judges which selected the outstanding exhibits.

\* \* \*

LT. COL. PHILIP G. HALLAM, USAF, will complete a four-year tour as Trinity's professor of air science and tactics in June, and he is awaiting reassignment to overseas duty. During the Colonel's tenure as commander of the Trinity unit, the AFROTC program has gone through a complete overhaul so that it now provides about 80 per cent of the Air Force's annual input of junior flying officers. Col. Hallam led his unit through this period of transition with rare tact and skill, and he has earned for the AFROTC an established place on the campus.

\* \* \*

MORNING COATS AND TOP HATS made a fleeting appearance at Trinity in late March. The 25 brothers of Sigma Nu fraternity decked themselves out in formal attire as part of Hartford's "Dress for Success" week. Local haberdashers who were promoting the "week" provided the clothes, and the students' unusual appearance did the rest. Before they could shift back to street clothes, the brothers had appeared on television and on the front pages of newspapers around the country.

\* \* \*

WHILE SAN FRANCISCO UNIVERSITY was winning games and the championship at the recent National Collegiate Athletic Association basketball tournament in Kansas City, Trinity's director of athletics, Ray Oosting, was collecting votes. So many, in fact, that he was elected first vice-president of the National Association of Basketball Coaches. If the usual practice prevails, Ray will succeed to the presidency of the Association next year.

\* \* \*

SO SUCCESSFUL were the meetings at Trinity in 1953 and 1954 that the Conference in Theology for college faculty members will return to the Hartford campus for its sixth annual session from June 13-19. More than 100 men and women from 47 colleges and universities took part last year, and an even bigger response is expected next month.

"The purpose of the conference," explains Trinity Chaplain Gerald B. O'Grady, Jr., "is to explore Christian theology and practice in terms of

their relation to the academic vocation. The conference will include, not only lectures and seminars, but also extended informal discussion among laymen and clergymen in college work."

An outstanding three-man faculty has been chosen to lead the conference. Members of this group include Cleanth Brooks, professor of English and fellow of Davenport College at Yale University; Dr. Robert C. Dentan, professor of Old Testament at New York's General Theological Seminary, and the Rev. Dr. Robert N. Rodenmayer, professor of pastoral theology at the Church Divinity School of the Pacific.

\* \* \*

A "SCHOOL OF CHURCH MUSIC" for the New England dioceses of the Episcopal Church will take place at Trinity from August 22-26. Edward B. Gammons of the Groton School, chairman of the committee organizing the event, requested the College to act as host for the school

because of the excellence of its Chapel facilities. It is expected that about 90 musicians from all parts of New England will participate.

\* \* \*

WRTC, the undergraduate radio station, returned to the air late last month after a six-week suspension of broadcasting at the direction of President Jacobs and the Federal Communications Commission.

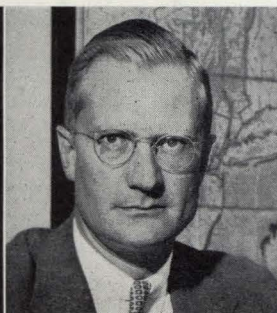
It seems that the students had their transmitter hooked up to a small antenna in the trees outside their studio in Woodward Dormitory. As a result, the signal carried to many parts of Hartford, a violation of the station's license which limits its broadcasts to the campus only.

When the FCC and the college administration found out about the situation, they ordered WRTC shut down until it could conform with its license. The students rewired their

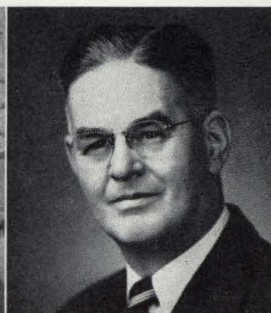
*Continued on Page 5*



Ferris, '16



Benjamin, '34



Case, '13

Kenneth B. Case '13 of Springfield, Mass., George M. Ferris '16 of Washington, and W. Hoffman Benjamin '34 of New York City have been nominated for alumni trustee of the College, according to announcement by Russell Z. Johnston '16, alumni association president.

A mail ballot to elect one of the three candidates is being sent this month to all Trinity degree holders. The winner will succeed Ronald E. Kinney '15 of Philadelphia who has completed the customary two terms.

All three are air veterans, Case and Ferris as officers in the World War I Air Service and Benjamin as intelligence officer of the first World War II bomb group to drop bombs on Europe.

Mr. Case retired this year as manager for 25 years of the Springfield Office of the Aetna Casualty and Surety Co. and is devoting full time

to his own insurance business. Mr. Ferris has been senior partner since 1932 of Ferris & Co. investment firm, members of the New York Stock Exchange, and has been a financial and business leader in Washington. Mr. Benjamin started as a day laborer at 25 cents an hour following his graduation in 1934 but today is president of the New York realty firm of Ruland and Benjamin - Earle and Calhoun, Inc.

All three have been very active in civic, cultural and business life of their communities and have long records of distinguished alumni service to Trinity.

They were nominated by a committee including Ernest A. Hallstrom '29 of Hartford, C. B. Fisk Brill '19 of New York City, Clement G. Moten '38 of Philadelphia, David Bailly '43 of Boston, and Frederick F. Missell Jr. '49 of Springfield, Ill.



transmitter so it feeds to the campus lighting circuits and broadcasts, by means of a "carrier current," to the college buildings only.

\* \* \* \*

PRESIDENT JACOBS and John F. Butler, alumni secretary and placement director, completed a fast three-day speaking trip through the Middle Atlantic States during early April. On successive nights they addressed alumni groups in Rochester, Cleveland, and Washington. Everywhere, they said, their talks on the college's present status and future plans met an enthusiastic reception.

\* \* \* \*

CONCERTS ON THE CHAPEL CARILLON will be a regular feature of the summer term again this year. Leading carilloneurs from all over New England and selected artists from other parts of the country will perform every Wednesday evening and on three Sunday afternoons during the months of July and August.

\* \* \* \*

A HARTFORD INVESTMENT BANKER and part-time instructor of Latin at Trinity, Goodwin B. Beach, earned honorable mention for the third time in the annual Latin essay competition sponsored by the Institutum Studiis Romanis Provehendis in Rome.

Mr. Beach's essay "Vis Atomica Utrum Bonum An Malum Portendat" (Whether Atomic Energy Portends Good or Evil) was judged by Latin scholars against the work of 42 other competitors from France, Italy, Australia, Columbia, Malta, America, and Hungary. His award was announced on April 21, date of annual observance of the founding of Rome in 753 B.C.

\* \* \* \*

FOR THE FIRST TIME, a complete history of Trinity College football from the first game in 1887 to last November's final victory over Wesleyan is available to alumni and friends of the College. Robert S. Morris, '16, has compiled a 350-page record of the sport at the Hilltop, and, if there is sufficient interest, the College will duplicate the history during the summer with typewritten copy reproduced by offset on 8½ x 11 inch pages. Cost of the volume is estimated at between \$3.50 and \$5.00 a copy. You can reserve yours by writing to the Director of Public Relations, Trinity College, Hartford 6, Conn. You will be billed when the book is mailed.

By  
Robert S.  
Morris  
'16



## *The Elms of Trinity*

The opening of college in the year 1878 found Trinity settled at long last in the new buildings which grace the present site. To all but the Freshmen, who were unacquainted with the beauty of the former location, it was a severe readjustment. Perched on Rocky Ridge along the westerly edge of an expansive sweep of pasture land there was scarcely a tree in sight, save a handful of decrepit apples which stood watch just north and south of the campus. By way of relieving this barren aspect the trustees voted at their June meeting in 1880 to set out a number of trees on the so-called upper campus. Fortunately their choice was the sturdy, leafy, and now memorable elm. With the planting of the first tree in the spring of 1881 a young wag of the day "took occasion to congratulate the class of 1925 on the delightful shade they will enjoy."

In view of the foregoing it is safe to conclude that when A. P. Burgwin composed Trinity's Alma Mater song in 1882, his inspiration stemmed from memories of "the cool and inviting shade of the old elms" on the former site. In 1883 the trustees discontinued the haphazard planting of young trees in favor of a thoughtfully-conceived long-range program. Frederick Law Olmsted, the landscape designer of New York's Central Park, was thereupon invited to display his talent.

In those days a carriage road wound its way from Vernon Street south and then west to the north end of Jarvis Hall, while slightly to the north a plank walk roughly paralleled the roadway. Mr. Olmsted not only spotted small trees along the carriageway but also prescribed plantings on either side of the walk. Some four decades ago the plank walk disappeared into the limbo of the past, but the line of trees is still very much in evidence.

The designer also visioned the possibility of an extension of the carriage drive along the front of the college buildings between two long rows of trees. The trees still stand but fortunately the driveway was never constructed.

Prior to 1884 Senior classes had long observed the custom of planting ivy as a lasting memorial to their love for Alma Mater, but the class of 1884 recognizing a greater need, planted a tree instead. This happy custom continued for some thirty years thus accounting for many of the sheltering branches which presently adorn the campus.

In the days of student rushes a particular tree was chosen each year as the situs of the annual Saint Patrick's Day rush, when the Freshmen undertook the task of unfurling their banner from the topmost branches of the designated tree while the Sophomores battled to thwart that ambition.

The hurricane of 1938 destroyed some thirty to thirty-five of the stately sentinels and the Dutch elm disease has taken a further toll, but due to the wisdom and vision of our forebears our honorable elms have contributed immeasurably to the beauty and enjoyment of the loveliest of college campuses and have enabled us to sing "Neath the Elms" in sincerity and in truth.





# Dr. Vernon

by Charles B. Saunders, Jr.\*

Being a perfectionist, Professor Vernon K. Kriebel would never consider his work finished when the time comes in June for his retirement. Yet, as far as it may be said of any man dedicated to the unending business of education, it deserves to be said of him.

During his 35 years as Scovill Professor of Chemistry at Trinity, his energy in pursuit of the highest standards for his department has raised it to a pre-eminent position among those of the nation's small colleges. This has been his conscious goal from the time of his arrival here in 1920.

Abandoning a promising career in research, Professor Kriebel made his department his life's work. The fruit of his labors today is in Trinity's reputation for the excellence of its chemistry and pre-medical programs, whose graduates have gone on to outstanding success in leading industries and top medical schools throughout the nation.

He has built a chemistry building which, considered a model structure for the teaching of college chemistry, stands as an imposing brownstone monument to his accomplishments. Outside of his department, he has exercised broad influence on the modern growth and progress of the College.

A vigorous 70, he is making certain that his restless talents will not have a chance to rust in retirement. He has carefully made preparations for a new career, this time in business. As president of American Sealant, Inc., he has formed and capitalized his own company to market his invention of a remarkable adhesive compound with wide potential for industrial use.

## *Started at McGill*

In 1907, a Phi Beta Kappa and Sigma Xi graduate of Brown, he joined the Faculty of McGill Uni-

\*This article was Mr. Saunders' valedictory as assistant director of public relations at Trinity before leaving for a similar position at his Alma Mater, Princeton.

versity as a chemistry demonstrator. There he quickly distinguished himself in research done for his master's and doctor's degrees. In 1912 he received the Canadian Governor General's Medal for the best research paper of the year to come from the McGill faculty. His papers were among the first published by Canada's Council for Scientific and Industrial Research. Promoted to lecturer in 1912, he was made an assistant professor two years later.

His most important single discovery during this period came when he isolated in the laboratory an enzyme which produced compounds 100 percent optically active.

At Trinity, two generations of students have held him among the most highly respected faculty members, known as a fine teacher whose lectures are models of clarity.

He is also noted for the way he drives his students, impatient with all work which falls short of the best. "If you can do 85 work, you should really be doing 90," he often tells his pupils. Many of his chemistry majors owe much of their later careers to this constant prodding.

One of them recently recalled, "His interest in you is both personal and professional: he chastises you as well as patting you on the back; he works you hard to drive you to professional competence. He'll catch you in the hall and ask you for a rundown of your courses and marks, and then he'll ask you to drop into his office to talk it over. Once you graduate, he remembers you and what you're like, and he goes to bat for you. When it comes to graduate school or jobs he will write letters and make trips personally to recommend a man who has earned his respect."

## *Built Pre-Medical Program*

Typical of Dr. Kriebel's readiness to fight for his men and his department is the story of his search for the recognition of his pre-medical program. Today an average of 12 pre-med students are graduated each year and at least 80% are placed in leading medical schools. Of this year's group, all but one were accepted by last February.

In 1920, however, there were only about three or four pre-meds a year, and they had frequent difficulty getting admitted to the top schools.

Together with the late Professor T. Hume Bissonnette and Dr. H. C. Swan, Professor Kriebel began an extensive reorganization of the pre-medical program. He had taught at the medical school at McGill and studied for a term at Johns Hopkins, and he knew what the schools wanted. It took several years before he was satisfied with his program, but when he was, he began to knock on the doors of the universities, urging them to take his students. The story of his success is written in the survey of medical alumni published elsewhere in this issue.

## *A Pennsylvania Dutchman*

His industry was bred through eight generations of Pennsylvania Dutch Kriebels who settled in Montgomery County in 1734. Born in Worcester, Pa., on March 4, 1885, his early years were carefully guided by his father, Jesse Schultz Kriebel, one of the town's first citizens. President of the local school board for many years, a director of the bank, he was also a founder of Pennsylvania's First Farmers Union and a founder and trustee of Perkiomen School.

Although Vernon knew only "yes" and "no" in English when he first went to school, having spoken only the German dialect of his ancestors at home, he never had much difficulty with his acquired language of English at Perkiomen.

In his senior year, as class president, he threw himself into most of the school's activities. This disturbed his father, whose constant fear was that his son was getting lazy. "He didn't think I was spending enough time on my studies," Professor Kriebel recalls. "He told me I would have to get my grades up or there would be no college." The grades went up to 99's and young Vernon, passing up Princeton because of its curriculum requiring classical language, headed for Brown which offered a Ph.B. without classics.

He was planning to be an electrical engineer until he took his first college chemistry course—"It was



# Kriebble to Retire

entirely too interesting to ever consider anything else."

Chemistry at Trinity was a far cry from the extensive and well-equipped laboratories at Brown and McGill. In 1920, a two-man department taught organic chemistry, general chemistry and qualitative analysis to a total of 50 students. (Today the five-man staff offers 16 courses, and has taught as many as 350 students a year.) Facilities in Jarvis Hall included one crowded laboratory, a lecture room and a few ante-rooms. A course in physical chemistry wasn't even offered, and there was no place for research work.

Dr. Kriebble took the job as a challenge to build up the department. (Hearing of the opening, he had written from Montreal asking for a catalogue to find out more about Trinity. He received a cordial letter of reply inviting him to enter the incoming freshman class.) As conditions of his acceptance, he insisted that an additional floor be constructed over the entrance of Jarvis for a physical chemistry laboratory, that an organic chemistry laboratory be built in the basement, and that the existing general laboratory be rebuilt to double its capacity.

## *Led in Raising Standards*

In 1920 the pre-medical program was not the only part of the curriculum in need of major overhauling.

Dr. Kriebble found his freshman courses filled with seniors: there was no system of area study, and degree requirements were drawn so loosely that students were able to concentrate or scatter their courses almost as heavily or as loosely as they wished. He was appalled to find chemistry majors graduating without a single course in physics, and physics men graduating without chemistry.

His experience of six years at professorial rank at McGill made him one of the leaders of a faculty policy committee which reviewed the curriculum and instituted the group system of study.

In following years he spearheaded other moves to raise the general standards. He chaired a committee which set up stricter requirements

for graduate work. His own department became one of the first to demand 70 as a passing departmental grade and the first to require a thesis involving original research for a master's degree.

He set the standards for graduate work in chemistry high so that today a Trinity M.S. in Chemistry is known in industry as a "little Ph.D." Its holders have some of the most responsible research posts at General Electric, Eastman Kodak, American Cyanamid and other such companies, which write Dr. Kriebble each year asking for more of his men.

## *Proposed Expansion*

Trinity enrolled some 200 students in the early 1920's, and Professor Kriebble soon became one of the strongest proponents of expansion. He went directly to the Trustees, who told him that the College could not afford to become larger. He made a statistical analysis of the entire situation, then returned to the Trustees with figures proving that operation on a small scale was in reality grossly uneconomical. Classes of between one and five men were a waste of teacher manpower and a hindrance to higher standards, he held. Pointing out that such small numbers also seriously handicapped the extra-curricular program (some years there were enough men to organize the Jesters or the Glee Club, other years such groups were inactive), he showed that the upper-

class body could be doubled without adding a single teacher.

As the College began to grow, so did the Chemistry Department. Professor Kriebble took over a machine shop in the Jarvis basement to give his graduate students a small research laboratory. In 1929 he persuaded the College to spend \$200 remodelling an abandoned coal bin outside Jarvis to give him and his staff a place for research.

But more and more, with increasing strain on existing facilities, a separate chemistry building was becoming a necessity. He early had begun planning for such a building, and had visited laboratories all over the country taking notes on features which he liked and disliked. He drew up five different floor plans, four of which were outdated by expansion of the College. Several times the promise of funds failed to materialize, and he set out himself in 1933 to raise the money.

His many trips and interviews led eventually to a gift of \$450,000 on condition that the College raise an additional \$100,000 within a year.

## *The Chemistry Building*

At the crucial point, his personal help was needed once more to make his dream a reality: two weeks before the deadline, a drive for the \$100,000 fell short of the goal by more than 50 percent. Again he set out to raise the needed funds. He returned successful with \$50,000 from the Chemical Foundation, and later an additional \$100,000 from Andrew Mellon for the endowment of the building and for research.

Until the building was finished in 1936, Professor Kriebble spent almost every waking hour (aside from a full teaching load which he continued) working with the architects and equipment designers and supervising construction to make certain his plans were carried out to the letter.

Many features were innovations for that time. Exhaust hoods to conduct fumes out of the laboratories were centrally placed in the middle of the rooms rather than taking up space and blocking off light against

*Continued on Page 14*

*Dr. Vernon Kriebble*





# TRINITY DOCTORS

*By H. Richard Schumacher*

Trinity dwells with considerable satisfaction—and justifiably so—on the accomplishments of its Alumni. The long roll of men educated at Trinity includes its governors, its representatives in Congress, its college presidents, its distinguished jurists, teachers, and clergymen, its leaders in business and finance. And it also includes its doctors.

Almost 300 living Alumni of Trinity have entered the professions of medicine and dentistry, according to a recent survey by Dr. Horace C. Swan, professor emeritus, Dr. Francis L. Lundborg, college medical director, and Trinity's Office of Public Relations. And in the healing arts, too, the men of Trinity have left their mark—a record of achievement in which they, individually, and the College, collectively, can take great pride.

The facts uncovered by Doctors Swan and Lundborg more than sustain the former's oft-expressed conviction that Trinity "has made one of its most distinguished contributions in preparing men for our vocation." Graduates of Trinity have gone on to further study at medical schools in all parts of America, in Canada, and in Europe and from there to enter almost every branch and specialty within the profession.

## *Quarter are GP's*

More numerous, however, than any type of specialist are the general practitioners. Seventy-six of the alumni who replied to Dr. Swan's questionnaires classified themselves under that heading, a quarter of Trinity's professional medical men. On a national scale, one of every three doctors are so employed. As

might be expected, the great majority of Trinity general practitioners are to be found among the younger alumni who graduated in the late 30's and early 40's, men whose opportunities for special training were interrupted by the Second World War.

But there are also those who have spent their entire careers in general practice, doctors whose lives are rich in long and fruitful service to their communities. To cite just one typical example, take the case of Dr. J. Stratton Carpenter of Pottsville, Pa.

A member of Trinity's class of 1909, Dr. Carpenter is the fourth generation of his family to practice in Pottsville. He went from Trinity to the medical school of the University of Pennsylvania, graduating in 1913, and then to intern's training in the University hospital. Finally, in 1916, Dr. Carpenter returned to Pottsville where the real labor of his life began.

He quickly built up a flourishing private practice in his home community. But Dr. Carpenter did more than that, much more. He accepted a commission in the medical department of the Mexican Border Service. He became a staff member and later president of the Pottsville Hospital. He joined the Courtesy Staffs of Samaritan and Warne Hospitals, he taught nursing students, he served as physician of a children's home from 1916 to 1943, he acted as an examiner for the Pottsville Police and for insurance companies, he has handled cases for the Pennsylvania Railroad for 35 years, and during World War II he served as a consultant of his local draft board. He also is past president of

the Schuylkill County unit of the Pennsylvania Cancer Society.

It is a record that deserves and has earned the recognition of Dr. Carpenter's colleagues. He has been elected president of the Pottsville Medical Club and of the Schuylkill County Medical Society and vice president of the Medical Society of the State of Pennsylvania. It is a record, too, that typifies the work of so many general practitioners who have gone out from Trinity to minister to the sick in cities and towns all over America.

## *The Specialties*

Among the specialties, surgery is represented by the largest number of Trinity alumni—27. Within this large and rather diverse group are doctors of more precise skills, men who have earned national, even world-wide, reputes for their contribution to some special branch of surgery.

Such a man is Dr. Jerome P. Webster of New York, who graduated from Trinity in 1910. To alumni outside the medical profession, he is perhaps most readily recognized as a Trustee of the College. But among his colleagues and in the medical schools of Europe and Asia, he is acclaimed as one of the world's great plastic surgeons.

He is a doctor, moreover, whose contributions to medicine are to be found in more than the wounds he has healed and in the bodies he has restored. They are to be found, too, in the resident doctors he has taught on the staff of his Division of Plastic Surgery at the Columbia-Presbyterian Medical Center, in the articles he has contributed to the learned



## From Medical School . .

Living alumni through the Class of 1948 have attended at least 35 different medical schools as follows:

Tufts	34
Yale	28
Harvard, Columbia	17 ea.
Penn., Jefferson	15 ea.
New York M. C.	12
Maryland	10
Johns Hopkins	8
Cornell, Rochester,	
Georgetown, L. I. M. C.	6 ea.
Temple	5
McGill, Vermont	4 ea.
NYU, Hahnemann M. S.	3 ea.
U. of Rome, Albany M. C.	2 ea.
U. of Edinburgh	1
Other Canadian	2
Other American	12

journals of his profession and in the books he has written.

Dr. Webster has carried his healing and teaching skills to the far corners of the earth—to China where he served for four frustrating years as an associate professor of surgery at the Peking Union Medical College, to Germany where he inspected prison camps as a special assistant to the American ambassador during the First World War, and to France, where he was cited for bravery during the final campaigns against Germany in 1918.

And, just as he has worked the world over, so, too, has Dr. Webster been recognized and hailed around the globe—in South America where he is an honorary member of several medical societies, in France and Britain where he was decorated for his heroism under fire in the First World War, in Greece whose government has twice conferred decorations, and in Bologna, Italy whose ancient university has awarded him an honorary degree.

### A Brain Surgeon

A surgeon of a different kind and of a later generation is Dr. Richard Cotter Buckley of West Hartford, Conn. But, like Dr. Webster, he also has earned a reputation for his unusual skill in the operating room. After graduation from Trinity in 1919, Dr. Buckley studied medicine at Yale, where he also took special training in pathology. Subsequently, he worked under the late Dr. Harvey Cushing, and today, as chief neurological surgeon at the St. Francis Hospital in Hartford, he is recog-

nized as one of the foremost brain specialists in New England.

Other Trinity alumni have translated their special skills into contributions in the research laboratories and as administrators and teachers. Some, like Dr. Reul Allen Benson of New York, have combined both teaching and research with successful private practice. In this manner, Dr. Benson has devoted the long half-century since his graduation from Trinity in 1899 to the development of pediatric science and child welfare.

Evidences of his service to the youth of our country can be found in many places—at the New York Medical College where he trained and later served as Helen Case Professor of Pediatrics, later becoming chairman of the department of Pediatrics, director of graduate study in that field, in the hospital wards of New York where he practiced, and in laboratories and libraries where he completed significant studies in vitamin determination in children, wrote on ammonia dermatitis in infants, and developed new procedures for the prevention of gonorrheal vaginitis in young girls.

Meanwhile, Dr. Benson was never too busy to share his knowledge and accumulated wisdom with laymen and professional alike. He helped to

## It's A Truism

that medical skill has limited value until it is made available to the patient. A man who perhaps did as much as any other to bring together the doctors and the sick of Connecticut was a telephone company executive—and Trinity alumnus.

Ernest L. Simonds, a Phi Beta Kappa graduate of the Class of 1900, was one of the original incorporators and directors of the Connecticut "Blue Cross." He served as a director from its foundation in 1937 until 1943 when he also retired as vice-president for personnel of the Southern New England Telephone Company.

By that time, the health insurance program was firmly established, and today the Connecticut "Blue Cross" claims a membership of over 1,000,000—almost half the population of the state. Mr. Simonds passed away at his home in West Haven, Conn. on February 22, 1952.

## . . . To Practice

Of doctors participating in the survey, 215 classified themselves according to occupational specialty as follows:

General Practice	76
Dentistry	29
Surgery	27
Pediatrics	19
Gynecology and obstetrics	11
Ophthalmology	8
Orthopedics	7
Internal Medicine	6
Psychiatry and TB	5 ea.
Obstetrics, radiology, urology	4
Neurology	3
Gynecology, dermatology, gastroenterology, pathology	2 ea.
Cardiology, EEN&T, industrial medicine, respiratory diseases, otolaryngology	1 ea.

edit the "Archives of Pediatrics" and headed New York's Association of Pediatric Research. At the same time, he has contributed articles to the popular magazines and written books for the lay reader such as "The Nursery Manual" and "Camp Counsellor." A few years ago, the City of New York cited his long career of "distinguished and exceptional public service" for a special award of merit.

Among the 19 living pediatricians who have graduated from Trinity is still another who has made his reputation primarily as a teacher and medical administrator. For the past seven years, Dr. John Mitchell of the Class of 1918 has been the Dean of the Medical School of the University of Pennsylvania. A year after this appointment Trinity awarded Dr. Mitchell an honorary degree, and he has subsequently received similar recognition from Temple University and Dickinson College.

### A Dozen A Year

To this distinguished roster of Trinity doctors are added the names of about 12 men every year. Approximately a dozen graduate from Trinity's pre-medical program each June, proceed on to medical school, and in due course enter the profession. The training they receive at Hartford is constantly changing to keep pace with the advances of science and the shifting require-

*Continued on Page 16*





# From Elms To Palms

by Prof. Laurence L. Barber, Jr.

(Dr. Barber, Associate Professor of Government at Trinity, is on leave this academic year, working for the United Nations Technical Assistance Administration as visiting professor of Organization and Methods at the Brazilian School of Public Administration in Rio de Janeiro.)



Professors are traditionally staid, even stuffy personalities. Because of this reputation, many questions are raised when a professor suddenly moves books, baggage, and family from a New England college to spend a year in Rio.

Why did he do it? Just what is he doing there? What are teaching and life there like, anyway? What are the benefits, if any, to the professor, the Brazilians, and Trinity College?

All are proper questions, asked many times. They deserve careful and sometimes lengthy answers.

Such factors as wanderlust, finances, climate, or escapism aside, there are two main reasons why this particular teaching assignment seemed desirable and even necessary, not only personally but from the point of view of the College.

## *For Men of Good Will*

First of all, men of good will must feel a special concern at present about working for the United Nations. Teachers of government are perhaps especially conscious of the vital importance of international co-operation in a tense world. One hears much of UN debates on the level of high diplomacy. Even more important, however, is the quiet interaction of nations and men in dozens of technical fields.

As part of this effort, the Public Administration Division of the Technical Assistance Administration has throughout the world specialists of many nationalities, trying to help underdeveloped countries improve administrative efficiency so that their citizens may receive better service at lower tax cost. In a way this is secular missionary work, since techniques and information which have

proven effective in a country such as the United States may be adapted and passed along to improve the life of those elsewhere. It is a satisfying but demanding position to be one of this tiny group of the first really international civil servants.

The second major reason for accepting the assignment was professional improvement. Trinity and its professors have always been proud to have a faculty of men who not only knew how to teach but were also always becoming more expert in their subjects. Sometimes this process of improvement is called research; sometimes it is simply professional growth. In certain fields it means library study, in others laboratory investigation. The laboratory of government is off-campus, in political campaigns, courtrooms, and public offices. Few professors in a small college can become expert in all which they teach; most can only try to keep up with general progress while finding time to focus more intensively on some particular parts of their fields. In the case at point, the chance to teach such a detailed subject as Organization and Methods meant not only an honor but a challenge to discover more about a growing new aspect of government.

## *The EBAP*

The Escola Brasileira da Administração Pública (EBAP) is a specialized training school. Especially in its advanced courses, most of the students have the equivalent of a college education; they are now securing intensive improvement to fit them better for the administrative jobs which they hold. To teach them properly, even in a specialized field, one must restudy public administration as a whole. One must be pre-

pared to have the comfortable generalities of government according to the American fashion rudely challenged. One must try new teaching techniques, and listen to the students' experience. In short, one must become a better teacher.

The variety of work is valuable, also. Faculty members of the School do not merely lecture, any more than at Trinity. In fact it is enlightening and amusing to discover how closely the varied work assignments parallel those at home.

Both institutions, of course, have lectures and seminar sessions. Both also require a large amount of time dealing with individual students. Naturally it is easier to talk in English with Trinity undergraduates than in Portuguese or Spanish with those of the EBAP. But both groups equally need individual student contact with professors.

The EBAP is only three years old. Its faculty is new, comprising visiting foreigners (3 United Nations men, from Britain, South Africa, and the U.S.A., plus one French exchange professor), and Brazilians with high ability but little teaching experience to supplement their recent American university graduate work.

The institutional pattern, which still causes arguments after 130 years for Trinity, is not yet even set at the EBAP. The Curriculum Committees at both institutions face the same problems, arguments, and solutions. The general load of committee work is greater in Rio than at Trinity, since there are not yet standing committees, and since each ad hoc committee has at least one foreign professor. Demands of time, study, and paper work are proportionately increased.



The scientific study of public administration is a discipline new to Latin America. Very little has ever been written about it in Portuguese or Spanish, and most teaching materials have to be constructed or translated, since less than a quarter of the students read English.

A professor cannot direct students to overflowing library shelves and suggest browsing. Instead he may have to rely upon mimeographed translations of his own golden lectures, plus whatever few materials he himself has discovered.

Learning to read Portuguese is a desperate and rapid process when books or magazines must be combed for material to supplement class sessions. In addition all the foreign professors at the School are urged to write pamphlets or books which are translated by their dedicated assistants and form a slowly growing body of class and research material.

#### *Parallel American Programs*

The EBAP presents two programs somewhat similar to those in government at Trinity.

The American undergraduate major in government is roughly paralleled by the School's three-year "formation" course. This leads to a bachelor of public administration degree, as befits the specialized nature of the EBAP, rather than to a bachelor of arts with government major as at Trinity.

Besides this is a part-time two year "perfection" course, designed for those already in government service. They get some general broadening, and a year of administrative specialization. Students in Trinity's graduate Public Service program would feel much at home in this group, although Trinity emphasizes the ethical aspects of public service in all fields, rather than techniques of administration.

The EBAP uses its foreign professors almost entirely in its most advanced, or Special, program, which operates two four and one-half month terms per year. To each term comes a new group of about 150 public employees on School and United Nations scholarships. Twenty or 30 are foreigners, representing every Latin American nation. Another 40 to 50 are from the 20-odd states and territories of Brazil. The remainder are from local or national governmental offices in Rio. Students range from clerks to division chiefs, although the School attempts to recruit persons with several years of administrative experience.

#### *Students Serious*

Obviously such students can be worked hard. Equally obviously, they work a professor hard. In four and one-half months he must try to mould a cohesive group out of an international collection, and present course material which will make up for deficiencies in background, give a body of knowledge, and encourage improved administrative operations when the student returns; all this in four languages!

No wonder that the warmth of Faculty pride as our latest group were graduated just before Christmas was due to something more than the 90 degree evening temperature.

Physically, teaching in a foreign country is an interesting balancing of similarities and differences. The EBAP personnel complain about cramped quarters and outmoded buildings, even as is sometimes done at Trinity. But pictures of the Trinity campus produced lively discussion whether it was better to have elms, ivy, and a block-sized lawn, or to look out at mountains, palm trees, and a lovely blue bay, even though separated from the bay by 19 parkway lanes of hurtling traffic. Trinity's Cave is hardly equalled by the twice-daily rounds of a white-coated waiter with little cups of sugar and black coffee. Even a champagne bottle by the desk, filled with halizone-purified water (since weak foreigners mistrust Rio's tap water) hardly makes up the balance. Working in a semi-tropical climate also is different. Rio for much of the year is a perpetual June, but its summer starts where a Hartford June leaves off. Windows are open the year round, admitting fresh air plus quantities of dust, horn blare, and street car rattles.

#### *4000 Americans*

A bonus, or detriment, depending on the approach, of any foreign assignment, is the fact that leisure as well as working time is spent in strange surroundings. Rio's American colony numbers over 4000, with a school equal in curriculum and quality to those of West Hartford, and a protestant Church with the same perpetual need for Sunday School teachers as those in the States. There are other Americans with whom to joke, gripe, or play. Yet fundamentally Rio is a huge metropolis of two and a half million, with extremes of wealth, too much traffic and too little water, and a Western, but Latin, culture. One

does not simply walk to a supermarket and buy what one wants. One goes to a marketplace or a specialized shop, dredges forth a hopeful approximation of the necessary unfamiliar words, and sees what happens.

All this is fun, if one is willing to expect the unusual. At times, however, one still desires to revert to the familiar. Home life becomes more appreciated than in normal American living. One cherishes evenings spent amid the family in games, radio, and reading, all too rare in the States. One's alien children again become personalities, as you watch an 11-year old daughter become school class president, win a story-writing contest, and learn to samba, or as you teach a 6-year old son to swim. The wife whom you have known and loved for years develops unsuspected talents such as the ability to paint respectable landscapes.

#### *Is It Worth It?*

Despite numerous times when one swears in frustration, there can be but one answer to the question posed at the beginning: is the temporary transplantation worth it?

Certainly it seems so to the United Nations, faced with the never-quite-satisfied job of finding qualified technicians who can combine a personal desire to perform international service, a family able to meet change and hard knocks with psychological balance, and an employer like Trinity with the foresight to let a staff member away on loan for a year.

Certainly it is so to Brazil, desperately needing every bit of training and improvement which even a minor professor can supply, and showing its appreciation through tolerance and friendliness far beyond necessity.

Certainly it is worth it to the individual technician, improving his professional breadth and stock of knowledge, even while sharing knowledge and experience with students.

And, while all the proof will not come until later, it should be well worth it to Trinity, this year gaining a visiting professor with new views and knowledge, and later regaining a staff member who can return with fresh appreciation of all that Trinity means and offers, plus the added professional and personal experience of having tested his training and techniques in a critical and different atmosphere.



# Teacher Preparation

## And the Liberal Arts College

By Dr. Richard Knowles Morris, *Assistant Professor of Education*

These are years of decision for education at all levels of instruction. The privately endowed colleges and universities are seeking new solutions to their complex financial problems, while they brace themselves for 1967. In that year, an unprecedented number of the total population will reach college age.

The vast system of public instruction already has faced the population problem in the elementary schools. It appears to have staved off a critical shortage of teachers in that area. Now the problem is shifting rapidly into the secondary schools at a time when the supply of prospective teachers for this level of instruction is only half what it was four short years ago.

Since 1874, the American people have been committed to the principle of making available to all our youth a minimum education through the twelfth grade. Individually we may differ as to the means used to achieve this goal, but, short of a willingness to commit national suicide, we are not likely to turn our backs on this principle. It is a promise we have made to future generations; it is a faith in the efficacy of education in a democracy.

Therefore, to look squarely at the problem of teacher preparation is not to act in a quixotic fashion. The problem is a real one.

The role of the liberal arts college in teacher preparation, here confined to the pre-service training of secondary instructors for both public and independent schools, is a role which is not always clearly understood. What, for example, does an institution like Trinity College offer

in the way of teacher training? This question calls for a brief account of the background to the present situation.

### History

Historically, the liberal arts college was the training ground for teachers who entered the academies and colleges. But the academy became largely displaced by the public high school. The latter's ascendancy was assured by the Kalamazoo decision (1874), a decision which extended the right of a community to support secondary instruction with public funds.

At the same time, the permanent effects of the industrial efforts of the North, during the Civil War, added materially to the shortage of teach-

ers in a rapidly expanding school system. From 1870 to 1920, the number of men teachers increased 41 per cent, but the increase in women teachers rose 385 per cent.

In this formative period, other important changes took place. The popular teacher institutes, devised on the Chautauqua model by Henry Barnard and Horace Mann, gave way to the more permanent establishments known as normal schools.

The rather vague position taken by the colleges and universities in the whole matter of preparing secondary school teachers did much to encourage the normal schools to move in the direction of four year, degree granting institutions, called teachers colleges.

The liberal arts college, in the meantime, continued to turn out small but significant groups of candidates, many of whom found their way into the public schools. But this contribution tended to be more accidental than planned, for the colleges shied away from the new philosophies, methods and techniques introduced from abroad through the writings of Pestalozzi, Froebel, Herbart and others.

The battle was joined when the teachers colleges began to change degrees issued, from the one in pedagogy to the highly respected bachelors of arts and sciences.

On this score, however, it was clear that the defenders of the liberal arts had forgotten the history of their own tradition. The B.A. degree, when it finally became recognized as a terminal degree, was, in fact, a license to teach, though it did not carry the full privileges conferred

---

"Let us face it. During recent decades the training of teachers and the control of school curricula have been too much in the hands of teachers colleges. In no way do I minimize the service they have rendered. But we have not done our job. We have let far too much go by default. . . . Not only should the liberal arts college play an increasing role in the procurement and preparation of teachers, but should define such preparation in keeping with a liberal arts tradition. The liberal arts college should set a high standard in teacher preparation."

President Albert C. Jacobs, from an address before the New England Association of Colleges and Secondary Schools.

---



# Facts . . .

## ENROLLMENT IN EDUCATION COURSES, 1951-55

Total Enrollment in classes	951
Undergraduates	362
Graduates	589
Individuals in these courses	478
Undergraduates	183
Graduates	295
Average no. students per year	120
Undergraduates	46
Graduates	74

## ENROLLMENT IN STUDENT TEACHING, 1951-55

(required for students seeking public secondary school certification)	
Undergraduates	42
Graduates	33
Total	75
No. Now in Teaching	35
In Armed Services	20
(includes one student who dropped course)	
Otherwise Employed	21
(includes four not recommended for teacher certification)	
Visits to schools by Education Faculty (3160 miles)	300
Different Towns cooperating in Practice Teaching	19

on holders of the M.A. (teacher of the arts) or the Ph.D. (doctor, from *docere*, meaning "to teach").

So it was that the liberal arts college tended to stand aloof from the main stream of philosophical and empirical experimentation. While many of the reforms introduced during this period had salutary effects and wrought long needed changes in classroom procedures, the price for too much professionalism and specialization was paid (as it is always paid in any field) at the expense of the liberally educated man.

### Quality for Trinity

From this brief history, it should be clear that institutions such as Trinity College are in a singularly excellent position to assume a role of leadership in the preparation of teachers. They are peculiarly well equipped to offer a training of quality, but not one of quantity. Trinity was one of those colleges which refused to abandon its historical role in teacher preparation.

No one seriously questions the right and duty of legislatures to appoint authorities responsible for teacher certification. This is part of the state's function to license, and thus protect children and the public against quackery.

But this function clearly involves

minimum prescriptions for preparation. The profession itself must establish the maximum. Whenever excesses have tended to appear, they have been more the result of apathy on the part of institutions and individuals than the result of any authoritarian trend on the part of public officials.

The requirements for public secondary certification in most states now call for courses in education which amount to less than one-eighth of a student's total college program.

### Courses Required

The professional courses required of a prospective teacher at Trinity College embrace but eighteen hours of his entire work and include the four areas recommended by the Commission on Teacher Education of the American Council on Education: (1) child growth and development; (2) history and philosophies of education, including the relation of the school to society; (3) curriculum and the effective use of teaching materials in secondary schools, and (4) student teaching.

One may easily be misled by designating the above areas as professional. Unlike the pre-medical program, or programs leading to careers in engineering and chemistry, all courses which a prospective teacher takes at college will be used for professional purposes when he becomes a teacher. The very nature of the student's chosen profession

calls for the liberally educated man. The broader his interests, the more, sound knowledge he can command, the deeper his appreciation and understanding of our cultural heritage, the greater the number of students he will be able to reach, and the richer will be the classroom situation he creates.

Responsible school officials insist that the candidate for a teaching position offer thorough preparation in subject-matter areas and more fundamental training in the principles underlying the modern education effort. Specific classroom techniques are being recognized, more and more, as matters of individual judgment and initiative based on intelligent classroom management.

The early twentieth century optimism that led some to suppose that any individual could be made a teacher by the application of the new "science of education," is a supposition as obsolete and fantastic as some of the boasts of the nineteenth century physicists.

### Practice Teaching

Perhaps the most important event in the pre-service program comes on the day that the student is placed in a public high school, first to observe and later to teach, under the guidance of an experienced instructor. Through this brief but essential apprenticeship, he finds answers about himself that no professor can provide:

*Practice Teaching is key course of the secondary school certification program. Among those completing the course this year is graduate student William Goralski, below, former football star who has been getting his student teaching experience at Simsbury High School under William J. Henebry, '34, front row right. A few minutes before this picture was taken Bill Goralski signed a contract to teach at Simsbury next fall.*





Does he enjoy working with children? Can he tolerate the adolescent mind of both sexes? Will he be interested in what his students are interested in? Can he withstand the tremendous expenditure of mental energy—the drive, the devotion, the patient understanding—essential to good teaching?

Here, also, he has the long needed opportunity to discover how successfully and creatively he can apply what he has learned. Even in so brief a period, he is likely to find occasion to draw heavily on knowledge learned in all his college classes. What happened in these classes is, therefore, of vital importance in terms of his mastery of subject-matter, his attitude toward specific fields of knowledge, and his appraisal of teaching as a profession.

Every professor of a potential teacher contributes in no small measure to the student's success or failure. Professor Cartwright, of Duke University, has summed the problem thus: "A high quality program of teacher preparation requires the mutual appreciation and respect on the part of professors in both professional and non-professional areas."

With the increased demand for teachers, quality may tend to give way to a mere concern for quantity.

It is here that the liberal arts college can assume a role of leadership in teacher preparation, for it must, of necessity, confine itself to quality. It can and must be selective. The refreshing re-emphasis on a more thorough and liberal education gives the liberal arts college the excellent opportunity to resume its traditional place in teacher training.

It can provide similar service in graduate or evening school courses for those now in teaching, strengthening special fields, and broadening the intellectual horizons of those responsible for the education of the next generation.

One may observe a teacher training renaissance among certain liberal arts colleges which had, during the period of transition, abrogated their duty in favor of the teachers colleges, but now are launched on extensive programs in the "master of arts in teaching."

Yet we have seen that this title is, historically speaking, redundant. After all, the word "master" meant teacher, and bestowed on the holder, among other academic privileges, the *jus ubique docendi*. How soon we forget.

## Dr. Kriebel —

*Continued from Page 7*

the windows—evidence of his years of planning.

Many other features are his own invention and design—horizontal rods, to which almost any chemical apparatus can be attached, are mounted at every table and make obsolete the old tripod stands which still clutter up work space in most other labs.

Equipment is neatly stored in custom-built cabinets with inclined trays and shelves of different sizes instead of the usual jumbled drawers. Sinks are constructed so deep that water will not splash. Since dripping faucets are unavoidable, an inclined trough running under the taps conducts the water directly to the sink. Cold water pipes are covered with insulation to prevent sweating in summer.

These and other features are reasons why, 20 years after its erection, the building still draws frequent inspection delegations from other colleges contemplating new chemistry buildings.

As the final plans were being drawn, Dr. Kriebel had the idea of including a large auditorium. With a little more revision, shifting of hallways and elimination of several non-essential items, he found it could be done within the proposed budget. The auditorium, without which Trinity's present program of lectures, films, concerts and other public events would be impossible, is in effect his gift to the College.

### *Continuing Research*

Although his own research took a back seat to the problem of constructing a building and the other responsibilities of his department, he never gave it up altogether. In the last three decades he has published some 20 papers concerned with his work on the hydrolysis of sugars, organic nitriles, amides, and amygdalins. (Some of this work he has done on sabbaticals. During 1930-31 he was at the University of Cambridge, and in 1938 he spent a term at the University of California and Cal Tech.)

He has also encouraged research on the part of his staff. From the start he had insisted on strong teachers and research men, such as Professor Sterling B. Smith, who came in 1923 and who will succeed him in June as department head, and Professor Robert H. Smellie, Jr., one

of his own students, who already has a national reputation as a physical chemist.

The facilities of the new building made it possible for him in the late 1930's to initiate a system of rotating instructorships which brought to his staff a series of bright young Ph.D.'s from Harvard, Princeton, MIT and other leading universities.

Since World War II his staff has become more permanent. All are Ph.D.'s with significant experience in teaching or in industry prior to their appointments.

When the American Chemical Society set out to certify college chemistry departments, Trinity was among the first group to be recognized for the quality of its curriculum, staff and facilities. Several years ago, when the Society's professional competence committee surveyed research work at the nation's colleges, Trinity was ranked second among all small colleges in the amount of papers published by members of the department over a 10-year period.

As Dr. Kriebel's love of his subject is reflected by his staff and his students, so his feelings for the College have inspired many visitors and prospective students. Ever willing to show them through his building and discuss the activities of his department, he is "one of the best salesmen we have," as one administrator said recently.

Dr. Kriebel's energies have extended beyond the College in past service as president and councillor of the Connecticut Valley Section of the American Chemical Society. He has served local industry as a consultant; his most remembered work being his development with Professor Smith of a method of analysis to detect mercury poisoning among employees of the Hartford Light Company. Hartford's present sewage system and disposal plant grew out of work done by a committee on which he served for two years in the early 1930's under Mayor Batterson. During World War II he was chairman of a Hartford committee which trained over 100 men as a decontamination squad to clean up the city in case of gas attack.

### *Enjoys Life*

Not a narrow scientist unaware of the world outside the laboratories, Dr. Kriebel has the capacity for full enjoyment of life. He loves the association of his students and fellow teachers. (A Republican, he relishes



the political arguments at faculty lunches). He is still an ardent golfer.

Most of his life he has made a hobby of investment in rails, and he is a serious student of all the factors affecting railroad finance, including population and business trends and industrial growth. Mention any railroad in the country, small or large, and he will give a complete run-down of its assets and liabilities.

He and Mrs. Kriebel have a reputation as gracious hosts. She is the former Laura Cassell of Gwynedd, near Worcester, where as children they attended Sunday School and Church together. Their son and daughter were born in Montgomery County and raised at Trinity, where the Kriebels lived at 71 Vernon Street for thirteen years, until they purchased their home at 102 North Beacon Street. Their son Robert Henry, a graduate of Johns Hopkins, has followed his father into chemistry and is now manager of chemical development at General Electric. Their daughter, Mrs. Gladys Delmas, is now living in Buenos Aires where her husband manages the South American division of an international publishing company.

#### Loctite

His father's old concern that he might be getting lazy now does not bother Dr. Kriebel as he approaches his retirement.

Keeping busy was foremost in his mind in his preparations for the marketing of the miraculous sealant he calls Loctite. Developed over the past three years, his compound forms a tough bond which will glue metal to metal or glass to glass with a sheer strength of between 800 and 1,000 pounds per square inch.

As practical as it is tough, it sets in minutes and can be used for locking nuts to bolts, repairing porous or cracked castings, knitting two pieces of pipe, setting screws in sockets, and for dozens of other industrial applications.

In recent months several major concerns have been testing the product, and on conclusion of the tests it will be put on the market.

That Dr. Kriebel's new career will keep him busy is a safe assumption; but his departure from Trinity will be something like the end of an era. At the same time his influence will continue far into the future, in the department which he built and in every phase of College life which has profited by the stimulus of his exacting standards.

# BOOKS

In agreeing to write this month's book column I rather let myself in for it. Ancient historians are never blessed with a large selection of widely appealing recent works, and a review, however brilliant, of a book on Roman policy in Epirus and Acarnania (quite good, by the way) would hardly be calculated to fascinate any but the most hardened specialist.

I therefore committed the error of deciding to read and comment on Marguerite Yourcenar's novel, *Hadrian's Memoirs*, a work I found it very difficult to finish. Though it does not seem to me a profound book, it is certainly a solemn one, one which takes itself very seriously. If Miss Yourcenar is to be believed, the Emperor Hadrian, when he felt death approaching, took pen in hand, set down in serried array all the deep thoughts he had managed to think in a long life, and sent them off to the young Marcus Aurelius.

The trouble is that these thoughts are rarely new or startling and when so are thoroughly mid-Twentieth Century. An example will suffice:

"In spite of the legends surrounding me, I have cared little for youth, and for my own youth least of all. This much vaunted portion of existence, considered dispassionately, seems to me often a formless, opaque, and unpolished period, both fragile and unstable." The notion that youth may be over much praised is hardly fresh, though it has, perhaps, not always been stated with quite so many adjectives.

While not all so trite, others of Hadrian's ideas (as those on slavery with their adumbrations of brain-washed Russians and possibly capitalist wage slaves) would sound better in the memoirs of Nostradamus. Hadrian is too prophetic. Indeed, my principal objection to this book, aside from its dullness, may be summed up in the question: Why Hadrian? Miss Yourcenar has thought much and asked some searching questions about life, but I can see no real reason why they should be assigned to Hadrian. Except for a few thoughts on sex which establish the tone "Roman Empire," these observations are of such very general validity that they would do just as well for any age or any prince except a thoroughly practiced blithering idiot. With a few necessary changes of incident these might

## Historical Novels by EUGENE DAVIS\*

be the memoirs of Kublai Khan or Maria Theresa.

#### Wilder's "Ides of March"

Perhaps my lack of pleasure in this book stems from the fact that people should not read novels dealing with their own special field. A real detective is not impressed with the antics of Sherlock Holmes; Fenimore Cooper is said to have been driven to write his first novel by disgust with Sir Walter Scott's ignorance of the sea; a historian does not read a historical novel—he grades it like a test paper. Yet there are good historical novels. Thornton Wilder's *The Ides of March* and Robert Graves's *I, Claudius* are both, it seems to me, excellent books and books which are similar, moreover, to *Hadrian's Memoirs* in taking well-known historical personages rather than invented figures for their main characters.

Mr. Wilder assuredly, and deliberately, deals very freely with the facts of history, but the result is a book beautifully written, thought provoking, and, above all, interesting. Like Miss Yourcenar he has used history as a vehicle for his own comments on his own times, but he has done it well.

#### Graves's "I, Claudius"

*I, Claudius*, similar to *Hadrian's Memoirs* in pretending to be an imperial autobiography, differs in being essentially a historical romance. I will go out on a limb and call it the best in the last fifty years. The main interest is in character and event rather than in moralizing, but it is real interest; *I, Claudius*, though almost every fact in it could be footnoted to an ancient author, is not an easy book to put down. Granted it is distorted. By believing what he pleases and disbelieving what he chooses, Mr. Graves has produced a Claudius much wiser, kindlier, and more lovable than the real Claudius, but he has also produced one who is credible, memorable, and—unlike Miss Yourcenar's Hadrian—who could not possibly be anybody else. His Livia is entirely too fiendish; she is as historically overdrawn as Dumas's Cardinal Richelieu, but she is also as eminently satisfying a villain.

\*Dr. Davis is Assistant Professor of History at Trinity.



# Doctors —

*Continued from Page 9*

ments of the medical schools. But the broad outlines—a solid foundation in chemistry and biology accompanied by fundamental instruction in the liberal arts—were established decades ago.

That these outlines are valid so many years later is a tribute to the wisdom of the men who laid them out. The architects of the present pre-medical program were three of the great teachers of Trinity's history—Dr. Swan, Scovill Professor of Chemistry Vernon Kriebel, and the late J. Pierpont Morgan Professor of Biology T. Hume Bissonnette. Professor Swan was himself a practicing physician before coming to Trinity almost a half century ago. Dr. Kriebel attended one medical school and taught at another while Dr. Bissonnette, a world authority on photobiology, developed an early interest in the allied science of medicine.

Thus it was with a natural sympathy for and appreciation of the problems of the prospective medical students that these three turned their attention in the 1920's to the pre-medical program then in existence at Trinity. What they found was enough to make good teachers start. No one could deny that many Trinity graduates had become fine doctors, and that at Trinity, they had studied under brilliant teachers, professors such as the late Charles

Lincoln Edwards and C. E. Rogers. But there was no system of area study, and degree requirements were drawn so loosely that students could concentrate or scatter their courses almost as they wished. As a result, Trinity students were finding it ever more difficult to gain admission to top-flight medical schools.

## *Professors At Work*

The three professors went to work, however, and within a few years had organized the program of pre-medical training which in its essentials exists today. Under the direction of Dr. Swan and after his retirement the guidance of Dr. Kriebel, the program has produced students who with increasing regularity have been admitted to and have excelled at the leading medical schools of North America and Europe.

Under some conditions Dr. Bissonnette's sudden death in 1951 would have been a blow to the program. But in his successor, Dr. J. Wendell Burger, Trinity found another biologist with an interest in and knowledge of medicine, and the College has continued to produce pre-medical students ideally prepared to pursue their professional training.

## *Graduate Schools*

When they leave Trinity, most pre-medical students continue their studies at schools in the Northeastern part of the United States. As Professor Burger has commented, "they are almost all concentrated between Washington and Boston." In this

regard, at least, today's graduates follow in the footsteps of their predecessors.

Some of the latter have gone far afield for their training—to Rome, to the University of Edinburgh, and to Dalhousie, McGill, and Queens in Canada. But, up to and including the Class of 1948, more Trinity men, 34 in all, had gone to Tufts Medical School than to any other. An additional 28 had graduated from Yale, and 17 each from Harvard and Columbia.

## *One in 12 in Hartford*

With their training, first as undergraduates at Hartford and then as medical students, so heavily concentrated in the Northeast, most Trinity doctors tend to settle in the same area. Quite a few of them come back to central Connecticut—so many, in fact, that they constitute one of every twelve doctors in Hartford County. But there is room and need for them because the area is growing. Dr. Ralph Storrs, head of the department of obstetrics and gynecology at Hartford Hospital, has alone delivered more than 12,000 babies since he left Trinity in 1917.

It adds up to a kaleidoscopic picture—many doctors, varied schools, diverse specialties. Within it all there is, however, a point of common reference. Almost without exception, the men who have gone from Trinity to study and to practice medicine have made rich contributions to the lives of their fellow citizens, communities, and nation. Together, with their classmates in the law, church, government, and business they bear common witness to the abiding strength and value of their Trinity heritage.

## Commencement and Reunion Schedule

*Open to all Alumni, students, parents, friends if weather is fair.*

Friday, June 10

- 1:30 p. m. Alumni Registration
- 4:30 p. m. Senior Class Day Exercises
- 6:30 p. m. All-College Barbecue
- 8:30 p. m. Fraternity Open Houses
- 9-12 p. m. Dixieland Tent Concert and Sing

Saturday, June 11

- 10:30 a. m. Alumni Association Meeting
- 12:30 p. m. Alumni Reunion Parade
- 12:30-2 p. m. Field House Luncheon
- 2:30 p. m. Tennis Exhibition, doubles
- 3 p. m. Air ROTC Commissioning Ceremony
- 4:30 p. m. President's Reception
- 6 p. m. Reunion Class Dinners

Sunday, June 12

- 11 a. m. Open Air Baccalaureate Service
- 3 p. m. The 129th Commencement Ceremonies