

# TRINITY COLLEGE

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## BULLETIN

MAGAZINE ISSUE • FEBRUARY 1955 • HARTFORD, CONNECTICUT



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# TRINITY COLLEGE BULLETIN

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January 1955

No. 11

*Edited by Robert M. Bishop*

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## EDITOR'S CORNER

Late News—Raymond J. Wean,—Ohioan and pioneer in the invention, design and manufacture of flat steel processing equipment, has been elected to the college Board of Trustees. . . . Recent additions to scholarship endowments total more than \$50,000. . . . 1955 Alumni and parents funds are running well ahead of any previous years. . . . Bulletin staff member Charles B. Saunders, Jr. will leave Trinity in March to join the public information staff of his alma mater, Princeton. . . . Chaplain Gerald B. O'Grady, Jr. in June will become rector of the American Church in Geneva, Switzerland. . . . The Glee Club will be at the Brunswick School in Greenwich, Conn. on March 30; at Adelphi College, the Garden City Rotary Club and a Trinity Alumni Concert on Long Island on March 31; and at Hood College in Frederick, Md. on April 4.

A 13-member faculty Committee

## On the Tuition Increase

Trinity College, like Yale and others, finds it can no longer avoid increasing its tuition charge. The cause, of course, is higher costs, with larger enrollments a factor. The \$50 increase at Trinity is moderate, and will not absorb the full per capita student cost which is only half covered by tuition. The rest must come from endowments and gifts from alumni, parents and others for scholarships and other needs.

The trustees have been doing their best to avoid boosting tuition to \$700 by making every possible economy and, in fact, by bypassing pressing needs which can no longer be neglected, if the college's high standards are to be maintained. Faculty salaries must be adjusted up-

## ... Editorial Comment

*from the Hartford Times*

ward if the best qualified teachers and staff are to be retained or attracted to Trinity. The academic program also must keep pace with a larger institution and the expanding needs of both students and faculty. There is a library that must have new books constantly.

The \$45,000 in new income from the tuition increase is expected to tide the college over a difficult period until its new development program can show effective results.

. . . Trinity is doing nothing more than meeting its financial problem realistically. . . . It assures students, teachers, parents, and alumni that Dr. Jacobs intends to "preserve and to further the excellence of a Trinity education."

## On The Trinity College Associates

*from the Hartford Courant*

One of New England's richest resources is its pool of educational facilities. This has received growing recognition in recent years. Agriculture has often been lent a helping hand by state educators. Labor has found a chance to study itself and its problems, as seen through the eyes of specialists in industrial relations. Government, of course, has found assistance in scientific and research problems. Industry has had help on specific questions. Now Trinity College and a group of eighteen major corporations are going to explore this fruitful cooperation in another field.

The present announcement of the first of a series of discussions of New England problems shows what can and will be done. There is intensive research under way on regional problems. But there is a need for management and education to work together in understanding them, and

in training the men who may have to find practical solutions. The Trinity College Associates are pledged to apply their joint resources to such ends. . . .

By putting Trinity's facilities to use in studying regional problems, the plan offers new ways to help broaden the training of management. At the same time, the support given by the corporations eases the financial burden that the liberal arts colleges face today. . . .

The corporations taking part in this program deserve congratulations for their venture into this uncharted field. Trinity believes this is the first time such a program has been worked out between liberal arts faculties and business. It is a logical step, and one that promises much of value. The community, which perhaps stands to gain most by this program, will watch it with interest.

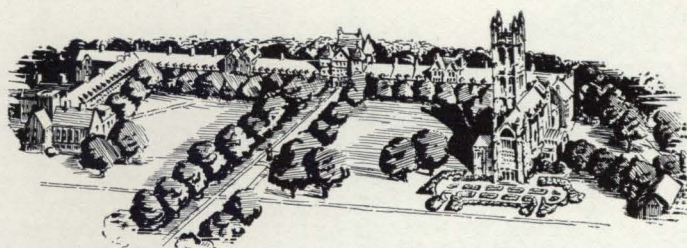
on Religious Life has been named by President Jacobs to appraise present campus religious life and work toward maintaining Trinity's leadership in helping each student grow toward spiritual maturity within his own faith. . . .

Coming in the next magazine is a survey of Trinity alumni in the medical profession, a report from Rio de

Janeiro by Professor-on-leave Laurence L. Barber, and an article on teacher preparation by Professor Richard K. Morris.

President Jacobs presentation talk at the football Coach of the Year dinner in New York, broadcast by Mutual, has been widely noted as a forthright statement on college sports. . . .





## On Campus ❖ ❖ ❖

TRINITY HAS JOINED with 91 other institutions of higher learning in the newly-formed College Scholarship Service. Established by the College Entrance Examination Board at the request of the colleges, the aim of the Service is to develop procedures which will assist the colleges to compute the actual extent of a student's resources so that they may take steps to meet his need. A basic assumption of the Service is that families which want their children to go to college have the obligation to assist them, insofar as they are able, and that the college should not be expected to provide more financial aid of any kind than the difference between the judicious maximum which the family can spare from its income and assets and the actual total expense of the student in college.

\* \* \* \*

THE FRIENDSHIP of a distinguished Trinity graduate of 1844 and a teen age boy has continued the influence of this Trinity man in college life 114 years after his college entrance.

James Beach Wakefield, 12 years after his graduation from Trinity in 1844, was a founder of Blue Earth, Minnesota, organized Faribault County, and served as first chairman of the county commissioners, was elected a representative first in the state legislature, then in Congress for two terms, was an Indian agent, speaker of the State House, a State Senator, Lieutenant Governor of Minnesota, and a delegate to the national conventions which nominated Grant and Hayes to the Presidency.

Faribault County's grandest citizen found time for friendship and advice for a young neighbor, Edward F. Humphrey, who in his respect for Governor Wakefield developed a great respect for Trinity. This resulted eventually in Dr. Humphrey's joining the Trinity Faculty in 1915 and serving until 1948 as Northam Professor of History and Political Science. Now in

retirement, Professor Humphrey this year paid respect to Governor Wakefield in exchanging information of mutual value between the College and the Faribault County Historical Society, now housed in the Wakefield home.

\* \* \* \*

UNDER THE SPONSORSHIP of the United Aircraft Corporation, Associate Professor of Mathematics Edwin N. Nilson spent Christmas recess at the Jet Propulsion Laboratory of California Institute of Technology. Professor Nilson in 1948 designed a supersonic nozzle which UAC built and which was later modified at MIT for use in its new flexible-wall supersonic wind tunnel. UAC is now building its own supersonic tunnel for a range from



The scratchboard drawing above of Wallace Stevens, Hartford poet, is an example of the artistry of Inez Campo, wife of Dr. Michael R. Campo, instructor in Romance Languages. Thirteen examples of her work were featured in an art exhibit in the College Library in December. Mrs. Campo's art experience has included free lance portrait painting, magazine illustrating and commercial art. She is a graduate of the University of Syracuse, where she majored in art, and she has done advanced study at The Johns Hopkins University.

sonic speeds to several times the speed of sound, and Professor Nilson will carry out its calibration this summer with UAC engineers. Calibration is an intricate procedure since the tunnel walls of flexible steel plate must change shape for each change of speed. The purpose of Professor Nilson's trip was to study new methods of calibration developed at CIT.

\* \* \* \*

FALL SPORTS chalked up an outstanding record with an overall winning average of 68 percent. Members of the undefeated, untied football team won wide recognition, with 10 players receiving honors ranging from placement on the All Connecticut selections to the Little All-America second team. Coach Dan Jessee received his second Coach of the Year award from Connecticut sportswriters. The soccer team, which won five, lost two and tied one to rank seventh in New England, also received its share of honors including five other places on the All-New England first, second and honorable mention teams. Ace backs Charlie Sticka and Dick Nissi were named co-captains in football; goalie Phil Stiles was named to lead the booters.

\* \* \* \*

LIBRARY EXHIBIT for this month features English dictionaries in observance of the 200th anniversary of Dr. Samuel Johnson's Dictionary. A selection of books on Jamaica from the rare collection given to the College Library by Richardson Wright '10 was the subject for January. Children's book illustrations from the 15th Century to the present were featured in December.

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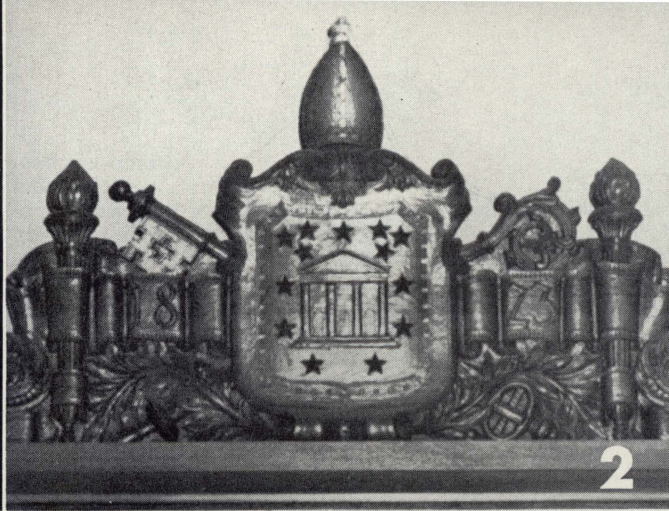
ENCOURAGING CORPORATE SUPPORT for higher education has come from two large companies who have included the College in their programs. Standard Oil Company of New Jersey has awarded Trinity a \$3,500 gift to be used for undergraduate education. The gift was part of the company's newly-announced program of aid to private education which this year will include grants totalling \$450,000 to 138 privately supported colleges and universities.

Bethlehem Steel Company has also made a \$3,000 gift to the College under its own Program of Financial Assistance to Colleges and Universities. Under the program the company will give privately endowed institutions \$3,000 for each





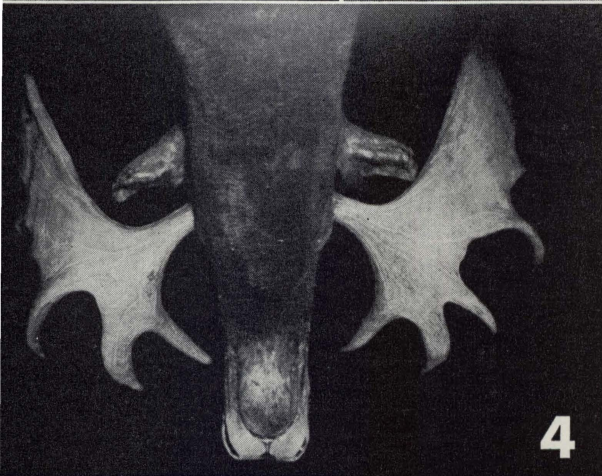
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## PICTURE QUIZ

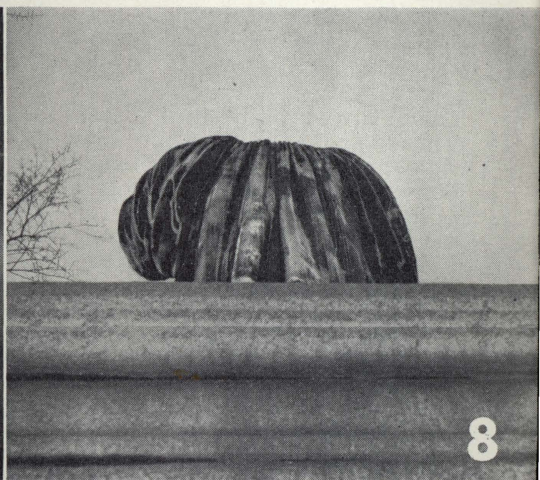
The objects pictured on this page and on this issue's cover are familiar to every Trinity man. Every student, in the course of his career at the College, has passed them almost daily. How many can you correctly identify? Answers may be found on page 16.



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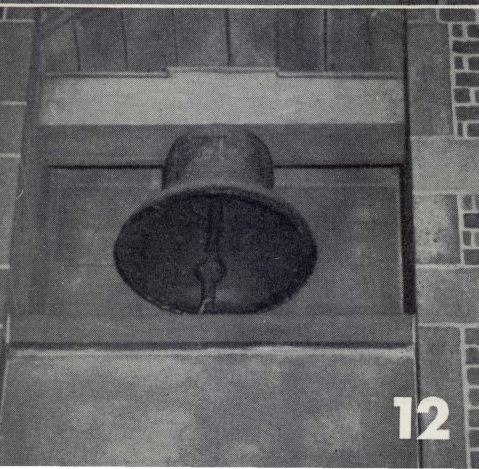
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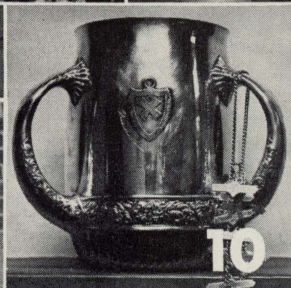
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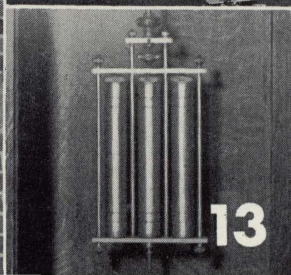
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graduate recruited for the company's training program who remains four months or more. The company says the program "will, in effect, be giving recognition to the fact that four years of education costs a college more than it receives from a student in tuition and other fees, and that his education makes the college graduate a valuable asset in the conduct of Bethlehem's business." No limitations are imposed on the gifts, to be used for scholarships or any other needs. Charles H. Van Lanen, who joined Bethlehem after his graduation last June, makes the College eligible for the gift.

\* \* \* \*

PROMOTED to Assistant Professor of Psychology is Dr. Andrew H. Souerwine, faculty member since 1949. A 1947 graduate of Ursinus College, he received his doctorate from the University of Connecticut last June.

\* \* \* \*

A NET INCREASE of four full-time faculty members was made in September with the appointment of a full professor, an associate professor, two assistant professors and eight instructors. They replace six departures, one retirement and one leave of absence.

Dr. Randolph W. Chapman, former Associate Professor of Petrography at The Johns Hopkins University, was named Chairman of the Geology Department succeeding Dr. Edward L. Troxell who retired after 34 years at the College. Dr. Chapman was associated with the U. S. Geological Survey as Petrologist for the past two years. A former Fulbright Visiting Professor of Geology in Great Britain, he was graduated from the University of New Hampshire in 1925. He has also taught at Vassar, Marshall College, and Harvard, where he received his M.A. and his Ph.D.

Wendell E. Kraft, retired Captain in the U. S. Navy, was named Associate Professor of Engineering. He completed 30 years of Naval service in September, his most recent post being Assistant Chief of Administration of the Bureau of Ships, largest of Navy Department bureaus. A 1924 graduate of the U. S. Naval Academy with an M.S. from MIT, he was in charge of the South Carolina Navy Yard's extensive building program of destroyers, escorts and other craft during World War II.

Dr. Vernon L. Ferwerda was named Assistant Professor of Government, taking the place of Dr. Laurence L. Barber, who is on leave this

year to serve as a member of the United Nations Technical Assistance Mission to Brazil. Dr. Ferwerda has been Assistant Professor of Government at the University of Massachusetts, where he was graduated in 1940. He received his Ph.D. from Harvard last June.

Dr. James M. Van Stone was appointed Assistant Professor of Biology. A Proctor Fellow for the past two years at Princeton University, where he received his Ph.D. in June, Dr. Van Stone previously taught at the Peddie School. He is a 1949 graduate of Wesleyan University.

Other appointments include the following Instructors:

Dr. Philip C. F. Bankwitz, History. A 1947 graduate of Harvard, he was awarded the Toppan Prize by the Harvard faculty for his doctoral dissertation. He received his M.A. there in 1948, his Ph.D. in 1952, and has worked with the CIA in Washington for the past two years.

Clarence H. Barber, Music. A Magna Cum Laude graduate of Harvard in 1940, he received his M.A. there in 1942 and is currently completing work on his doctorate. He



CHAPEL JANITOR Dominic Cristelle is the donor of a new pew end which was dedicated last month. Mr. Cristelle, a 67-year-old Italian immigrant who never had a day's formal schooling, has been working in the Chapel for the past 12 years. In a formal dedication ceremony he presented his gift and heard President Jacobs cite him for his loyalty and devotion. The pew end, carved by Gregory Wiggings of Pomfret, depicts St. Dominic, founder of the Dominican Order and for whom Mr. Cristelle is named.

has taught at Harvard and at Calvin Coolidge College, Boston, and at Fisk University. In 1952 he studied at the Conservatoire and the Ecole Normale de Musique in Paris under a Fulbright grant.

Albert L. Gastmann, Modern Languages. A 1949 graduate of Columbia, he received his M.A. there last year. Since 1951 he was teacher and principal of Abraham Lincoln High School in Lima, Peru. Son of a career diplomat in the Netherlands foreign service, he has traveled extensively in Europe and Asia.

William F. Gerhold, Physical Education. A member of the physical education staff at Ohio State University for the past two years, he received his M.A. there last year. He is a 1952 graduate of Oberlin College.

Dr. Gordon F. Matheson, Philosophy. A 1942 graduate of Swarthmore, he received his Ph.D. from Yale in June. For the past year he has been an instructor at Brooklyn College.

Richard S. Sprague, English. A graduate of the University of Maine with high honors in 1949, he received his M.A. from Yale in 1951. He taught at the University of Maine and from 1952 until this spring he served as an officer in the Navy.

E. Finlay Whittlesey, Mathematics. A Magna Cum Laude graduate of Princeton in 1948, he did graduate work there until 1950. He taught for a year at Pennsylvania State College and since 1951 at Bates College.

Dr. W. Scott Worrall, Chemistry. A research chemist with the Monsanto Chemical Company since 1950, he is a 1942 graduate of Haverford College. He received his M.A. and Ph.D. from Harvard in 1949.

In another appointment, the Rev. Allen F. Bray, III, was named Assistant Chaplain. The Rev. Mr. Bray is a 1949 graduate of Trinity. Since 1952 he has served as Rector of St. John's Parish in Accokeek, Md.

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NEW COLLEGE BAND director is Willard B. Green, band director and instrumental instructor at Bulkeley High School, Hartford. Mr. Green is recognized as a leading school band master, his units having won top honors in state and national competitions. He will continue his duties at Bulkeley, where he has been for the past year. As director of the Trinity band, Mr. Green will have the responsibility for reorganizing it into a concert outfit.



## *A Tentative Approach to Cooperation between Colleges and Corporations*

By PROFESSOR ROBERT M. VOGEL, *Executive Secretary*, Trinity College Associates Advisory Council

As America has shifted from an agrarian to an industrial economy it has also shifted from industries individually or family owned to industries corporately owned. Not only have industries become larger and more influential in more communities, but their fundamental nature has changed. As a result the determination of the place of corporations in a community is a larger problem additionally confused by plural ownership.

It is not surprising that the relationship has been interpreted by corporations and by communities in a variety of ways. Toward the community, corporations have adopted attitudes sometimes considerate and cooperative, sometimes paternalistic, sometimes domineering. The attitude of communities toward corporations has ranged from robbery to cowed submission.

### *Corporations and Colleges*

A more subtle and a more complicated problem is the determination of the relationship of corporations to colleges.

A college is not merely a part of a community. A college by its very nature as a center of higher learning has assumed an obligation to indicate the ultimate objectives of the community. Therefore, whenever any agency or force—political, economic, moral, philosophic or religious—achieves such size and power that it can affect the ultimate objectives of the community, then must the college recognize that agency or force.

Recognition by a college means study, understanding and criticism, and it means a willingness to cooperate and assist, always in a manner scrupulously consistent with the logical and ethical standards implicit in the name "college."

Although colleges have been aware of the growing influence of

corporations, too frequently their recognition has amounted to no more than annoyance.

Colleges have complained about the mushroom growth of professional business training and of professional scientific and engineering training which our age of technology has encouraged. Professors have been concerned that even their liberally educated graduates are soon forced by the size of the corporations for which they work to become highly specialized. Instructors are often dismayed when bright young men they have been teaching begin to receive in July after graduation a higher salary than the instructor received in June. Deans and presidents of colleges know that the chemists, physicists and mathematicians of their faculty are constantly tempted by the more generous salaries of industry.

Underneath all these is the fear that applied science is being emphasized at the expense of pure science, that the social sciences are receiving less fundamental attention in our culture than the natural sciences and that the humanities are generally ignored. (It should be noted that in recent years corporation officers have in many cases been stating the same concerns just as strenuously as the colleges.)

### *Little Action*

Except to voice their fears and complaints colleges have done little. Their most general reaction has been to point out that as individual fortunes have declined corporation fortunes have increased. Therefore, reason the colleges, corporations must supplant wealthy individuals as benefactors of colleges. Some corporations, as the recent announcements of General Electric, the Columbia Broadcasting System and Bethlehem Steel illustrate, have accepted the role of benefactor.

This acceptance of financial responsibility by corporations is gratifying and important. At the same time neither the corporations nor the colleges, especially the colleges, should interpret corporation financial support of colleges as a complete solution to the basic problem of the relation of the corporation to the college. The satisfaction in writing checks and the glee in cashing them make such an interpretation all too likely.

### *Evening Courses*

In urban areas many colleges have made courses available in the evening to corporation employees. Often corporations have encouraged employees to enroll in part-time graduate or undergraduate study by paying all or a substantial part of the tuition fees. This is all to the good, for there is no reason why colleges should not operate as efficiently as possible. The fixed costs of a college are high, and the use of campuses at night does represent an increase in efficiency. If the courses offered are not merely vocational, and if the corporations will encourage employees to take non-vocational courses, evening classes will have a two-fold value. They will help the college financially and they will provide an antidote to the specialization the employee experiences during his working day.

Colleges should, where there is a need for evening classes, offer them and corporations should encourage their employees to enroll. Again, however, colleges and corporations should resist the temptation to assume that the basic problem has been solved.

It is a little naive to expect that more than a few people can or should go to college more than four years. Somewhere in those four years, or in the twelve earlier years of school, graduates should have learned that



learning can be acquired outside a classroom.

To put this in another way, there is reason to wonder whether some colleges by offering under the name "adult education" a multitude of courses to fit almost any expressed desire will not seriously impede true learning.

A fundamental concern of colleges in this twentieth century should be the discovery of other antidotes to specialization than more college courses.

If courses, which are the collegiate method, are no more than a partial solution, is the relationship of the corporation to colleges a problem or an impasse?

It is a problem and, surprisingly, a perception of the distinctive nature of a corporation will lead us toward a solution. When a corporation gives money to a college the amount of money given is thus not available for stockholders' dividends or employees' pay checks.

#### *Ethical Implication*

In this there is a clear ethical implication. Money given by a corporation comes from the individual shareholders of the company and from the individuals in the community who are employed by the company. Perhaps, too, the gift causes consumer prices to be infinitesimally higher, or in the case of corporation-established foundations millions of people pay taxes a fraction of a cent higher. The fact that a specific person's loss in lower dividends or wages or in higher prices or taxes is minute does not alter the ethical implication.

The college is obliged to accept the money only if it can give something in return to these individuals.

Now it can be argued that the local community and the national community are better because the college exists, and this argument can be used as justification for part of the gift. A college through its graduates, its faculty's research, writing and community activities, through its persistent search for truth is an asset to the total community. But a gift which basically comes from a large number of persons who have not been individually consulted brings with it an obligation not implicit in a gift from the wealthy benefactor the corporation has supplanted.

In short, acceptance of money from a corporation places the college under obligation to: 1. spend part of the money on something it is not currently doing; 2. spend this

part of the money in a way which will benefit the corporation, the students and faculty, and the community, particularly the local community.

Added to these is the continuing obligation to remain essentially the *kind* of college it was before the gift because part of the gift is justified on this ground.

#### *Forming the Associates*

Trinity College several months ago decided to undertake a unique experiment. Representatives of the College called on officers of several corporations in the Hartford area. The representatives were armed with brochures which solicited corporation help in a "cooperative effort for the benefit of business, industry and higher education."

At the time no one was at all certain what the cooperative effort would be. The College was frank in admitting that it was simply confident there could be cooperative effort and that the effort would produce beneficial results.

Corporations were asked to subscribe to good intentions confidently held, and they did so, nineteen of them. Specifically they were asked to contribute one thousand or more dollars on an annual basis. Each contributing corporation was designated as a Trinity College Associate.

Then began the task of planning what to do with the money subscribed, one of the pleasantest tasks on earth. Of course not all of the money would be spent because a part of the justification of each corporation's gift was the fact of the College's existence and continued services. To plan the use of the remainder the College tried first to determine interests mutual to the College and local corporations.

#### *Economics Mutual Interest*

Very little study was needed to discover that economics was a subject of mutual interest and importance. Obviously corporations are concerned not only with "business" in a narrow sense but with economics. Yet they have less opportunity to examine the larger picture which "economics" implies. As far as the College is concerned economics is one of the most popular subjects for undergraduate majors and for candidates for the Masters degree. But what could the College offer in economics that was not already available?

The number of evening courses in economics designed for graduate students could be increased. Four single semester courses had been

offered in the previous academic year. This number was doubled in the current year and the number of students who responded more than doubled. These students in economics are almost all employees of local corporations.

A little more study revealed that scant attention was being paid by colleges and universities to the economy of New England. But this regional economy is worthy of notice and a body of information about it is rapidly developing. Could not Trinity, a New England college, in cooperation with its Associates become the primary forum for discussion of the New England economy?

This was the origin of the Trinity College Associates lectures on the changing economy of New England. In the current year four distinguished lecturers are discussing four pertinent aspects of that economy. Their lectures are before audiences of students, faculty members, and representatives of local corporations. The lectures will be published for distribution to a much larger audience.

There seems no reason to doubt that as well-qualified speakers are each year brought to the campus to discuss current problems in New England's economy the value of this lecture series to the students, the corporations, and to the local and regional community will be significant.

#### *Library Books*

To make more effective the service of the College in the area of economics an amount equal to the current library appropriation for the economics department has been set aside from the Associates fund for the purchase of books and periodicals in this order of priority: 1. the economy of New England; 2. other regional economies; 3. business economics; 4. business histories.

It is hoped that such purchases will enable the Trinity library to become the central repository in the Hartford area for all publications on economics, thus relieving company libraries of the need to stock many items seldom used.

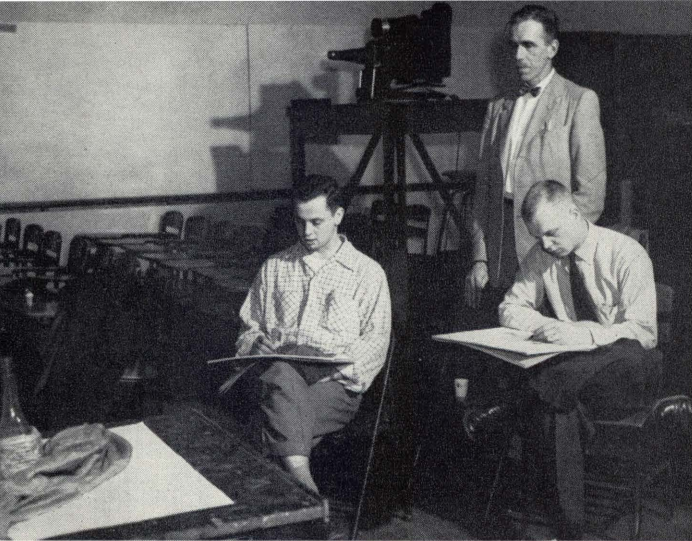
Other projects are currently in the planning stage.

Foremost among these is a reading program designed to capture the interest of junior executives.

This program will be initially designed by the College on the ground that the College knows more about what people should read. The form of presentation of the program will then be planned in cooperation with

*Continued on Page 15*





*The growing programs in Fine Arts all use converted facilities: Drawing and painting, above, is taught with laboratory and class sessions (rear) in the same room, a former lecture room in Boardman Hall. Two music rooms were formed by running a temporary partition down the center of the Old Chapel in Seabury, below. Dramatic shows are presented Arena Style by the Jesters by elaborate improvisations in Alumni Hall Gymnasium with draperies hung from the running track, rugs camouflaging the basketball court, and step platforms for the audience.*



# A Goal

## I. The Fine Arts and Trinity

During the Second World War the British Propaganda Ministry mailed regularly to this country pamphlets discussing the state of Britain in wartime. Many of the articles dealt with the Liberal Arts. One was striking. It discussed the decision of the British government to return to college many men already in uniform, not for technological studies, but for a Liberal Arts program, for it had been found that the Liberal Arts man made a better soldier, a better officer.

Our own faith in the Liberal Arts has been immeasurably strengthened by wartime experience. It is enough to say that, when we ponder how a man or nation can endure war, we can only conclude that in times of terror man must be sustained by that vision of a more perfect world he has at least glimpsed through religion and art.

In the broadest sense the word "art" means, in the phrase of a distinguished American painter, the doing of anything well. In the more usual sense the word includes literature, architecture, the drama, music, painting, and sculpture. Throughout history each of these at its best has had two characteristics: (1) It is a means of communication whereby men impart their finest thoughts to others. (2) It is a thing that is good in itself—that is, its beauty is great enough to give one of the highest forms of pleasure that we can ever experience. This is called aesthetic pleasure, and is the reason why masterpieces of art continue, generation after generation, to give happiness long after their other associations or uses have been forgotten.

To define aesthetic pleasure, however, is difficult. Let it be said at once that the word "pleasure" in this sense has no connection with anything petty. On the contrary, we can say, with due allowance for individual reactions, that aesthetic pleasure is the heightened sensation of being that results from our contact with a great work of art. It is the joy of realizing life on a higher plane. It is the thrill that comes to us when our discontents are for a while removed. All great art can do this for us, which means that all the arts have certain basic qualities in common. Among these are unity, balance, and harmony. In one way or another we try to achieve these in everyday living, but our imperfect human nature usually prevents their complete realization. When, therefore, we encounter a piece of work in which our daily strivings are, so to speak, triumphantly resolved, we receive it with joy because it satisfies our longings and renews our faith. Such is the power of great art in any form, and its necessity in education is obvious.

We have a responsibility to the men who come to Trinity that goes beyond the content of any course. Standards everywhere are toppling around us. The time is here when the importance of the Arts to all men, lay and professional, must be evident. On a very practical level, it is to be hoped that a student will learn to include art of all kinds as a part of the normal and proper environment of an educated man, in his house, at his work, in his community.

The Liberal Arts College distinguishes itself from the University and from the professional school in that it imposes a dual function, a dual responsibility upon



# for Fine Arts

each of its departments. It requires of each department that it shall present, in proper perspective, the historical, the theoretical, the practical aspects of its subject as they pertain to the full development of man; it requires further, that the responsibility each department bears to the Majors in its group be fully met, that they might be adequately trained, and according to the Liberal Arts persuasion, properly orientated. Working to these ends the departments in the group most fully meet their responsibility to the College.

## II. The Fine Arts and the Community

The benefits of the Fine Arts program should not be limited to the College alone. Any college, more particularly a college located in a metropolitan area, cannot overlook the fact that it is not wholly fulfilling its function unless it is actively expanding the cultural activity of the community. Hartford is presently supporting a first-rate art museum, symphony and professional theatre. Such support certainly indicates a positive interest in the Fine Arts. The question arises, then, as to what the college Fine Arts program can offer to stimulate further and to broaden the already existing offerings in the community. The problem thus posed is: What role is the college Fine Arts program to play in relation to the community itself?

It would seem that there are two general areas in which such a program could make significant contributions to the community: it can offer events and courses aimed at increasing the appreciative experiences of the participants, and it can offer more specialized aid to those people who desire to further their critical understanding and to develop their practical abilities in any of the several arts.

Let us examine the latter point first. Surely it is desirable to offer the community courses in the practical methods of the arts. There are unquestionably many people who wish experienced training in the Fine Arts to expand and perfect their own techniques. These people are not necessarily specialists or professionals, but people who simply

*A project of high priority in Trinity's plans for future development of its physical plant is the construction of a Fine Arts building to house the departments of art, music and drama adequately. Last year, a special faculty committee re-examined the place of the Fine Arts in a liberal education and explored the needs of the three departments at Trinity.*

*This is a digest of the report submitted by the committee, which was headed by Donald B. Engley and included George E. Nichols III, John C. E. Taylor, Robert M. Vogel and Clarence Watters.*

enjoy the activity of creative endeavor and wish to mature their abilities to work in their chosen media. There is also in the community a sizeable group of teachers who are given special assignments in extra-curricular art activities, and who are most eager for specialized training in the arts fields in order to achieve greater familiarity with and facility in such work. They lack the time for the highly specialized courses of the professional schools, and they are concerned, not with becoming artists themselves, but with improving their skills to their own, hence to their students' advantage.

The college Fine Arts program, however, has perhaps an even greater role in community relations in that it can augment the community cultural offerings. In many respects the College is in a unique position to supplement the art offerings of the city by its activities. Exhibitions of painting, sculpture and the like, which otherwise could not be shown in Hartford because of limited exhibition facilities, might be brought to a college gallery. Musical programs of risky commercial value but of high artistic import could be offered by the College where monetary considerations are of less moment than are cultural considerations. Similarly, the drama program should be aimed at presenting not the latest Broadway successes, but

great plays from all countries of all times.

Broadly stated, the college Fine Arts program should offer the community a sound program of events and instruction which will not infringe upon the functions of existing institutions, but rather will supplement and expand the current potential. To the community, the college should make constantly available the finest art of the past as well as of the present in order to keep before the populace the great artistic heritage of contemporary civilization.

## III. The Department Requirements

In order to realize fully the general aims outlined above, a Fine Arts building is essential, the committee concluded. Following is a summary of the remainder of the report, which included an analysis of the present status of the Art, Music and Drama programs at Trinity together with a detailed outline of their needs and how they could be met in a Fine Arts Center.

ART: rapidly increasing interest in the study of art since World War II has posed a serious space problem. Present location in two rooms in Boardman Hall is inadequate. Rooms are needed which are specifically designed for the teaching of art, including three studios for practice courses, two lecture rooms with visual aids equipment, and adequate storage space for teaching materials.

Another important requirement is an exhibition gallery, since the College now has no place where pictures or sculpture may be exhibited properly. The opportunity for various exhibits which a gallery would offer would be one of the major ways in which improved art facilities might contribute to the community.

MUSIC: the department's present staff and facilities are inadequate. A Music Major acceptable to graduate schools cannot be set up by the present two-man staff. Now sharing two classrooms in Seabury with other departments, the department lacks auditorium facilities and adequate funds for campus music, which severely limits its value to the cultural life of the campus and the community.

A 400-person-capacity auditorium is needed to accommodate Glee Club concerts, chamber music concerts, solo recitals and lectures. Other needs include a large classroom for joint class sessions and Glee Club rehearsals; a soundproof band room; two smaller classrooms;

*Continued on Page 15*



## *Alumni Portrait:*

# Lawson Purdy '84

Oldest Alumnus Led Tax  
Reform, City Planning



Arriving in Hartford just before Reunion last year, an alumnus found himself downtown with an hour or two to spare. For the exercise, and for a look at the city's growth since his own days here, he set out for a walk. Stopping to admire the great portico of the Hartford Times, he was invited in and shown through the newspaper. He was introduced to an editor, who asked him what his class was at Trinity. "Eighteen eighty-four," said Lawson Purdy. "I don't believe it," exclaimed the editor, who promptly assigned an interview with Trinity's oldest alumnus.

The editor's disbelief was understandable. Vigorous and active at 91, Mr. Purdy still radiates the strength and dedication which have marked his long and honored career. He is in fact one of Trinity's most active and distinguished alumni, noted for his lasting contributions to the fields of taxation and city planning.

### *Influenced by Henry George*

The writings of Henry George on tax reform, free trade and political economy were the stimulus for shaping Lawson Purdy's career, leading him to give up his position as secretary-treasurer of the New York Bank Note Company in 1896 for the "great joy" of becoming secretary of the New York Tax Association. The Association was then waging a fight to abolish ad valorem taxes on personal property and to improve real estate assessing in the city.

Although he entered New York Law School in the same year and was admitted to the bar in 1898, he was to give up law as he did business to lead the fight for tax reform. He continued as secretary of the Association for 10 years. In 1903 he achieved a major victory when he drafted and pushed through an amendment to the New York charter providing for the separate statement of land value in assessment of real estate and also for the publication of the assessment roll.

Mr. Purdy wanted to serve the city directly rather than be in the position of fighting it. In 1905 he became secretary of New York's Advisory Commission on Taxation and Finance, which obtained further important charter revisions. He also served on the state's Special Tax Commission. The following year he was named President of the Department of Taxes and Assessments for the city, a post which he held under three separate administrations until 1917. In addition to his work for New York he was instrumental in organizing the National Tax Association, and served as its vice president from 1907-1912.

### *First Zoning Ordinance*

The growth of New York's garment district at that time posed a critical problem. Action was needed to control the growth, and in 1916 a commission was formed to study possible legal limitations on the height, use and bulk of buildings. Mr. Purdy was named vice chairman of the commission, which drew up the first comprehensive zoning ordinance in the country. He remained vice chairman of the city Zoning Committee until 1942.

Widely copied, the zoning law gave momentum to the national movement for zoning laws. Already a leader in the young field of city planning, Mr. Purdy's work received national and international attention. He was president of the National Conference on City Planning in 1920 and 1921.

He was a member of the committee of the Russell Sage Foundation studying the need for city planning, and when the Regional Plan Association was organized to put the committee's report into effect, he was named first chairman of its Board of Directors. Recalling his achievements in 1952, the American Society of Planning Officials cited him as "The Elder Statesman of the Planning Field" whose work has been "of inestimable service in the building of a zoning structure that today is not only acceptable as legal-

ly sound, but is welcomed as a desirable adjunct to community life." And last fall, on the 25th anniversary of the Regional Plan Association, he received the group's first award for achievement in the field.

Long before social work became professionalized, Mr. Purdy was leading the early drives to improve tenement buildings. He was secretary and general director of the Charity Organization Society from 1918 to 1933, and was chairman of the Society's Tenement House Committee. As trustee of the Russell Sage Foundation for over 30 years and president for 15, he headed the multi-million dollar foundation's program for betterment of living conditions. In 1932 and 1933 he was chairman of New York's Emergency Work and Relief Administration.

### *Draft Board Chairman*

Throughout World War I, Mr. Purdy was chairman of New York's Local Board 147. His success in meeting the problems of the nation's first draft attracted considerable attention, and near the end of the war he received an unusual honor when all the men who had been before his board gave him a testimonial of appreciation. A newspaper account of the time commented, "it is a great event in any man's life when hundreds of people who have been drafted by him feel that he has done them a favor and not an injury, and look upon him as an adviser and, as some of the boys said, as a second father."

This story well illustrates the guiding philosophy behind Mr. Purdy's career. In heading the draft board, he recently recalled, "I felt we couldn't get anywhere by being suspicious; we had to trust people. I explained to them that we were not there to force them into something, but to help them find their right place in serving the country; that we were there to help them rather than to regulate them. We put them on their honor, and they lived up to it."

Mr. Purdy's view of zoning laws is fundamentally the same. As he believes with Henry George that men have an equal right to the use of the earth, he sees zoning legislation as necessary not to regulate man's use of the earth but to protect him in its use. An individualist of the kind seldom seen these days, he also believes with Herbert Spencer that man has freedom to do all he will, as long as he does not infringe the equal rights of any other men.

Religion has been a source of inspiration to his life of service. Son



of an Episcopal minister who graduated from Trinity in 1849, he himself has devoted much of his life to the church. He was a vestryman of the Church of the Redeemer from 1890 to 1913, and of Trinity Church from 1919 to 1938. He also served Trinity Church as comptroller for four years.

#### *Knew Eight Presidents*

Born in 1863, 15 years before the present campus of Trinity College was built, Mr. Purdy's close association with the college has included the personal friendship of eight presidents, starting with Thomas R. Pynchon who taught him zoology and religion as an undergraduate. Trinity early recognized his achievements, awarding him an honorary LL.D. in 1908. Lifetime president of his class, his service to the College, including terms as president of the national alumni association and membership on the Board of Trustees since 1933, was acknowledged in 1940 when he received the Eigenbrodt Trophy, highest alumni award.

His personal life has been as active and devoted as his public career. Fifty-four years of married life ended with the death of his wife 16 years ago. But he again found happiness in his marriage to the former Mrs. Helene Wexelsen, a widow, in 1940. Together they have twice visited Europe and travelled through South America. He learned to drive at 77, and they made a trip south. He gave up driving only seven years ago when his eyesight began to fail.

#### *Still at Work*

Four years ago the Purdys moved from New York to Port Washington. There he still maintains a seven-hour work week day, for he finds that "if I don't work, I rust." Author of numerous articles on taxation and city planning, he is currently at work on a study of land use. He is also kept busy with the presidency of the Robert Schalkenbach Foundation, an organization devoted to furthering the single tax principles of Henry George, which he has headed since 1937. And there are his duties as a Trinity trustee and a board member of the Russell Sage Foundation and the Provident Loan Society.

A recent letter to the New York Times reviewed Lawson Purdy's long career of public service, noting that "he is entitled to be designated as New York City's Grand Old Citizen." At 91, like a true citizen, he still continues to serve.

## BOOKS

New books deserve immediate attention, especially since for most of them today is their only day. The man who said, "Whenever I am advised to read a new book, I read an old one," was being romantic and, as it were, stroking his own long literary beard.

Nevertheless, there is other reading than in the Books of the Month—new-hatched, unfledged, untried companions. Over the years one gathers staunch friends, and you might like to meet a couple of mine. If you know them, you'll be glad to see them again; if you don't, you may learn of something to your advantage.

*Father and Son*, by Edmund Gosse, was written a half-century ago, and tells of a struggle now a century old, yet one that is being repeated today and will be as long as one generation succeeds another. Strong-minded fathers feel it to be an order of nature that their sons should also be their replicas, regardless of temperaments; such problem parents are still giving their offspring painful contusions and dislocations. The only difference is, that under Queen Victoria convention was all on the side of the fathers, while today they are generally considered to be mere stepping stones on which their children can walk to maturity.

With the Gosses the battle was fought on the field of religion. Philip Gosse was a well-known English zoologist, but more important he was one of the Plymouth Brethren, belonging heart and soul to the most extreme sect of evangelical Protestants. He brought up his only child, Edmund, to be a minister of his gospel, and the boy was at first full of conceit over his religious superiority to the common lot. Yet his naturally aesthetic disposition always tended to assert itself.

His father told him, when he was about six, that God would be very angry at an idolator, which was anyone who bowed down to wood or stone. When left alone in the house, the boy with great difficulty "hoisted a small chair on the table close to the window. My heart was now beating as if it would leap out of my side, but I pursued my experiment. I knelt down on the carpet in front of the table and looking up I said my daily prayer in a loud voice, only

## *Reading Memories* by MORSE ALLEN

substituting the address 'O Chair!' for the habitual one." When, after all, nothing happened, he did not doubt God, but he decided that his father "was not really acquainted with the Divine practise in cases of idolatry."

It was not until Edmund was thirteen that he saw pictures of statuary, including some of Greek gods. When he asked his father to tell him about them, his father burst out in invective, ending, "There is nothing in the legends of these gods, or rather devils, that it is not better for a Christian not to know," while his face blazed white with fury. The lad did not argue, but temperamentally he was unable to agree with the condemnation of beauty. Again, a couple of years later, in 1864, he heard at a great evangelical conference the speaker shout, "At this very moment there is proceeding, unreprieved, a blasphemous celebration of the birth of Shakespeare, a lost soul now suffering for his sins in hell!" But the lad had just read his first Shakespeare plays, and was made intensely happy to hear his father say later that the speaker was too self-assured; no man could be certain that Shakespeare was damned.

In *Father and Son* we are shown two naturally affectionate and good people whose lives inevitably diverge in spite of their love for one another. It is not a long book, but to me a very real and even exciting one.

Utterly different from this human story is the gay filigree of *All Trivia*, as its very title suggests. These elegant little paragraphs, composed as painstakingly as an artist constructs a mosaic, are the work of Logan Pearsall Smith, a wealthy Philadelphian expatriate, who enjoyed more than anything else the magic of words, his own ill-health, and English aristocracy. If *Father and Son* is nature, *All Trivia* is art, but it too is founded on nature, the author's own nature. If he ridicules other people's faults, he is just as ready to smile at his own. He is not cynical, like La Rochefoucauld, nor is he noble, like Marcus Aurelius; he is gently acid, contriving that his disparagements suggest something complimentary while his praise like a rose has thorns. As he puts it, "Aphorisms are salted and not sugared almonds at Reason's feast."

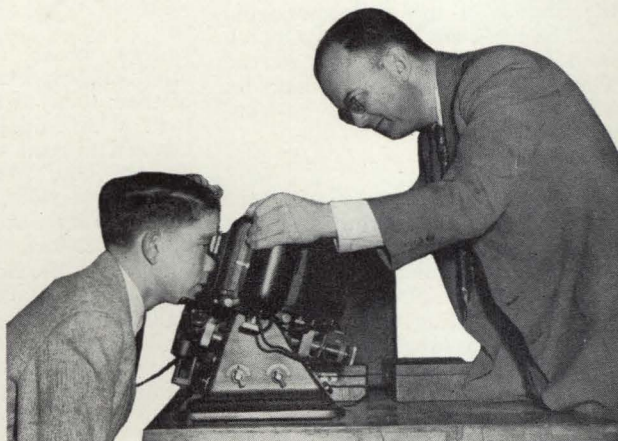
*Continued on Page 13*



# Teaching Reading at the College Level

Sabbatical year's study of advanced techniques in teaching reading results in bold new programs for both superior and slow students.

By Dr. Ralph M. Williams  
*Assistant Professor of  
English*



During the year 1953-4 I was able, through the generosity of Trinity College and the Ford Foundation, to enjoy a leave of absence from my teaching and to study remedial reading and related matters at, amongst other places, the Reading Laboratory of the Adolescent Unit of the Children's Hospital in Boston. A friend of mine at another college, not having heard of the Adolescent Unit, wrote and asked, "How young do you take students at Trinity, anyway?" Unfortunately my friend's reaction is too often paralleled by the attitude of people to the idea of teaching reading at the college level; too often when I talk about a reading program in the college, people begin to ask questions which imply that they too are wondering, "How young do you take students at Trinity, anyway?"

There are, in general, two main reasons for teaching reading at the college level.

The first is that certain types of reading require a degree of maturity which the average youngster does not attain until he gets to college. This situation is aggravated by the fact that in many school systems the formal teaching of reading ceases with the end of sixth grade.

The second is that many poor readers are bright enough to "cover up" their deficiencies until they are in college and are faced with far more reading than ever before.

The program designed for the first group is called "developmental" reading, that is, developing the relatively normal abilities of students, teaching them the techniques necessary for the types of reading which they will first encounter in college. The second is a definitely remedial

program. I should like to discuss each of these briefly, both in relation to what other colleges are doing, and in relation to what Trinity is and would like to be doing.

## *The Three Phases*

Most colleges today have a reading program to take care of these problems. It varies from one institution to another, naturally, but in general it has three parts.

The first is a course in reading. This should not be confused with a Reading Course such as already exists at Trinity—a course of supervised reading. It is, rather, a course in the techniques of reading, emphasizing the student's comprehension of what he reads. It is surprising, for example, how few freshmen can read and relate a generalization with its supporting details. Yet the ability to make sound generalizations and to recognize unsound ones when one encounters them is considered one of the most important parts of a college education. Reading is by no means the only route to acquiring this ability, but it is one of the most direct.

Secondly, most colleges are providing courses in reading which emphasize speed. Although for certain types of slow readers comprehension improves with increased speed, this type of course is most likely to be helpful to students whose vocabulary and ability to comprehend were superior to their rate of reading at the beginning of the course. For students with much outside reading to do, this type of course can be invaluable.

Thirdly, colleges have been forced into having their own diagnostic testing service or into continually

sending their students outside for testing. Professor Robert M. Bear, Director of the famous Reading Clinic at Dartmouth, estimates that out of every entering class at Dartmouth (and Trinity's freshmen are of much the same caliber, I think) twenty per cent were handicapped in their college work because of reading deficiencies, and five per cent were so weak that they needed individual tutoring.

How do these boys get into college? By native intelligence, and by taking in more through their ears and working longer and harder at their books than do most boys. Such perseverance, to my mind, deserves at least the reward of having something done about the reading difficulty.

Few colleges are in a position to offer individual tutoring, but all can offer a testing service and advice to the student and his parents as to what should be done. In colleges having guidance or counseling services, the testing is often supervised by them. Otherwise it is usually in the hands of the English or Psychology Department, whichever happens to be more interested.

## *Freshman Experiment*

It is our hope, of course, that ultimately we will have a complete reading program in operation at Trinity, and we have made a few steps forward already—some of them with the help of kind friends and neighboring institutions who have lent us equipment.

We have not offered a course in reading as such, but we have conducted an interesting experiment in the freshman English course. The 42



freshmen (about fifteen percent of the class) who had the lowest verbal aptitude scores on their College Board entrance examinations were put into my two sections. As much of the knowledge of sentence and paragraph structure which is fundamental to writing is also basic to good reading ability, it has been relatively easy to include training in reading in what is still primarily a composition course.

I was also able to provide some specialized visual training, even before Trinity bought its own tachistoscope (a projector with a camera shutter, allowing words and digits to be projected for a very short time only), through the generosity of Dr. Robert M. Weiss of Hartford, who brought his tachistoscope into class for some very interesting work.

It is still too early to evaluate the results of this experiment, but if it is successful and continued regularly, it should take care of many of the weaker readers as they enter college.

#### For Honor Students

Beginning work for superior students, we conducted a speed reading course during the first semester. Through the courtesy of the Hartford Seminary Foundation, we were able to use their set of the Harvard Reading Films. The Trinity College Associates purchased a tachistoscope, and the Psychology Department (which is interested in using the instrument too) provided it with a slide changer. The English Department library furnished the books for reading exercises.

Of the 93 Dean's List men invited to take this first course, 47 attended. It will be offered to the entire student body during the second semester and will, we hope, become a regular part of the Trinity program.

This type of course is most effective when concentrated; ours met for an hour at a time, five afternoons a week, from November 15 to December 17, a total of 22 meetings. In time we hope to have a number of reading rate accelerators, machines with which the students may train themselves when the course itself is not going on.

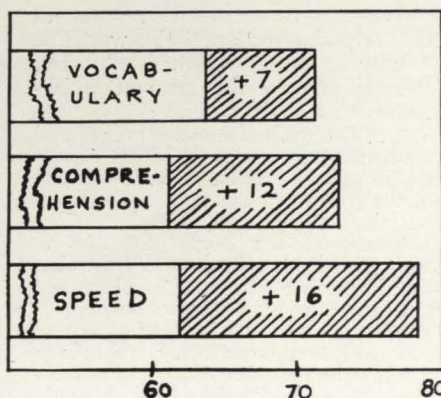
We have talked a lot about doing something for our better students at Trinity, but have done more talking than doing. In this part of the reading program we have, I think, something that should appeal particularly to these good students.

Because of the expense of some of the equipment needed, the diagnostic testing service has lagged behind the other two parts of the program. We have given standardized tests of silent and oral reading, vocabulary, and spelling, but these do not always reveal the cause of the trouble and therefore do not help to direct one to the correct cure.

A surprisingly large amount can be done by a layman in making a rough check of possible physiological causes. Through the kindness of Dr. Paul W. Tisher of New Britain, we have had the loan of an instrument known as a Stereo-Orthopter, with which it is possible for a layman to give a student a rough screening test of vision. We have given several such tests already this year, and recommended eye examinations by a doctor to two students. We also identified one student whose trouble with reading and spelling seemed to stem from poor hearing, which has now been attended to. We might conceivably have found even more had we had an audiometer available.

Although physiological causes of this sort do not affect more than ten or fifteen per cent of all the poor readers probably, it is important that that small proportion be identified, for no remedial work can be effective until the physiological cause has been corrected.

A reading program of the type I have been describing can play an important role in the intellectual life of a college. But it can do even more than that.



AVERAGE IMPROVEMENT shown by students in speed reading course in the first semester is indicated by the shaded sections on the above bar graph. Scores are in percentiles. Professor Williams feels that the improvement shown in vocabulary is particularly interesting, since no conscious effort was made to improve it.

In keeping with Trinity's desire to play its part in its community, we would like to make this reading program helpful outside the college as well as inside. Through the Trinity College Associates we are already offering a course in speed reading to a group of executives from a local corporation. Once we have the equipment, it is our hope that we can offer a good diagnostic testing service to the many smaller towns in the Greater Hartford area whose public school systems are unable to provide such a service. Through our Extension we might even try to train teachers of remedial reading, to meet the great need for remedial teachers.

The possibilities inherent in this reading program, both for college and for community, are great, and though the teaching of reading at the college level may seem like an anomaly at first glance, it has become an important part of every college's program—and Trinity must not lag behind.

#### Books

*Continued from Page 11*

His vision pierces the skin, even though he does not reach the heart. "There are men and women born into the world to do its work and win its prizes; others, simply to look on and see what happens. These two kinds of people are apt to feel ashamed when they meet each other." Which ever kind you belonged to, you know his saying was true of you; but had you ever thought that it might be true of the other kind also?

It is a very odd world he finds himself in. "Is it seemly that I, at my age, should be hurled with my books of reference, and bed-clothes, and hot-water bottle, across the sky at the unthinkable rate of nineteen miles a second? As I say, I don't like it at all." And we don't even take advantage of this odd world's advantages: "What humbugs we are, who pretend to live for Beauty, and never see the Dawn!"

He sees both sides: "I love money; just to be in the room with a millionaire makes me less forlorn." Yet, "Rich people would not so enjoy their little meannesses if they knew how much their friends enjoy them"—and how many sharp edges that sentence has!

No matter what your disposition may be, it would seem that you must like one or the other of these books. I am lucky, and like both.



# Faculty Profile

## Latin Student Who 'Drifted Into' Science Is Broad Gauge Teacher and Accomplished Researcher

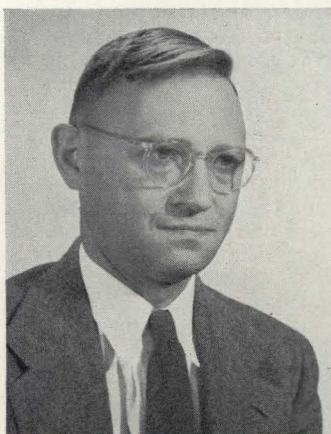
Full-time teaching and research mix like oil and water according to some professional circles, but the theory fails the test in the case of Trinity's J. Pierpont Morgan Professor of Biology, James Wendell Burger. One of the College's most highly respected teachers, he is at the same time a research scientist of wide reputation. While he considers teaching his main interest, the catalogue of his research publications now lists some 40 titles.

Professor Burger found his chosen field in a notably unscientific fashion. As an undergraduate at Haverford College, he started as a Latin major, switched to science "for no particular reason—I just drifted into it."

As the son of an Eastern Pennsylvania clergyman, teaching held an earlier and more fundamental attraction to him. "A minister's son leads a circumscribed life; he's more likely to be motivated to one of the professions." By the time he was graduated Phi Beta Kappa from Haverford in 1931, however, he was convinced he was to be a scientist as well as a teacher. He took advanced study in zoology at Lehigh, receiving his Masters degree in 1933, and at Princeton, where he obtained his Ph.D. in 1936.

It was during his work at Princeton on animal reproduction that he became interested in coming to Trinity, where Professor T. Hume Bissonnette had opened a broad new field of research with his experiments. Dr. Bissonnette was the first to develop the idea that the seasonal reproduction of animals is controlled by the annual cyclic alterations in the length of day, and he had tested his hypothesis with a wide variety of birds and mammals. An invitation to work with the famed Trinity biologist was eagerly accepted by Dr. Burger, who hoped to extend the Bissonnette hypothesis to cold-blooded animals, reptiles and fish. He was also interested in defining more precisely the complex of factors responsible for the seasonal reproduction of birds.

At Trinity he accomplished the latter aim in an exhaustive study of



J. Wendell Burger

the swallow. His research then focussed on the lower animals, where the bulk of his scientific contributions have been made in cardiovascular and renal physiology. He became associated in his work with the Mount Desert Island Biological Laboratory, a large summer center for research in marine biology at Salisbury Cove, Maine. He has summered there on the Laboratory staff since 1937, serving as a trustee since 1940 and as managing director from 1947 to 1950.

In 1937 he married the former Ruth Hellenbach, whom he had known since boyhood in Allentown, Pa., and they now make their home

with their 14-year-old son and 11-year-old daughter at 25 Kelsey St. in Hartford. There Dr. Burger also finds time to indulge his several serious extra-laboratory interests of amateur painting, woodworking and stamp collecting. Another interest which consumes much of his time is the Hartford Hospital School of Nursing. The fact that the School's educational program is considered throughout the country as a model for nurses' training is a tribute to his work as chairman of the supervisory committee for the School since 1944.

Promoted to assistant professor in 1939 and to associate professor in 1947, Dr. Burger became head of Trinity's biology department in 1952 after the death of Dr. Bissonnette. As well as heading the department in Boardman Hall's crowded quarters, he continues his research. He further serves the College as chairman of the key Faculty Committee on Admissions. In this role he is currently concerned over the decrease of students seeking the Bachelor of Science degree over the past few years. His is more than a professional concern: "After all," he says, "we live in a technological society today, and whether we like it or not, we must have people trained to operate it or we must suffer the consequences." But, as a teacher, he believes equally that the sciences are vital in a liberal arts education.

## Dr. Burger on Required Mathematics

When a recent student letter to the Tripod questioned the worth of Trinity's math requirement, Dr. Burger penned the student publication this lively defense:

"... The wails of students over formal mathematics is one of the oldest of academic noises. Imagine what it was like in the past when not only mathematics but also Latin was required. But before a Trinity student begins to swim in tears of self-pity, he should remember that he takes a mathematics placement test. If he passes this test, he demonstrates that his past training is not so bad, and that he is ready for college math. If he fails the test, he takes a review course which begins with grade school arithmetic. Trinity does take careful pains to insure that a student is not placed in a mathematics course for which he is not prepared. Further, it should be remembered that mathematics is required for reasons of educational policy. Traditionally, mathematics has been one of the languages of philosophy. It is also the epitome of one sort of human reasoning. One may

hate the struggle and strain that mathematics causes, but can one remove it and have a *truly* liberal education? Also, let us dream of that utopian day when every student will be so proud of his personal integrity that he just will not permit himself to fail a course.

"A current decline in interest in natural science seems to be a fact. I am sure that this is regarded with approval in certain quarters, although the exodus of western man into the numerous existing pre-technological societies is for some reason rare. A scape-goat for human inadequacy is an old solace. It seems only fair to mention that when man purposely lit the first fire and shaped the first rock, the hydrogen bomb became inevitable.

"The reasons for this decline in interest will furnish wonderful fodder for research projects, committees, etc. Suffice to say that in our current society, despite the innumerable affirmations of the wonders and benefits of science, a career in natural science does not appeal to young people in proportion to our growing population. Established scientists who are completely devoted



to their careers express dissatisfaction with their current position in American society. This is not a problem to be cured by advertising, pep talks, and the like. It is doubtful if superior pre-collegiate education is the answer, or any other single factor.

"I understand that a young American Indian was supposed to go off by himself, fast, and put up with other unpleasantness until he had his personal vision. I am sure that many boys faked their visions. College may be a place where you can look for your personal vision. To get it, some unpleasantness must be borne. This vision may be the Kingdom of God, Beauty, the Brotherhood of Man, a Rational and Comprehensible Universe, and others. But if your vision is faked or only of blondes, babies, Buicks, bonds, and brandy, you have had it, chum; you are dead at twenty-one."

## *Fine Arts*

*Continued from Page 9*

four small rooms equipped for music practice; a departmental library for scores, recordings and technical books, and a small reading room.

DRAMA: the pressing need is for improved facilities for the Jesters. The student dramatic organization is a vital adjunct to the formal drama curriculum, but its activities are severely handicapped by its location in Alumni Hall. The space available in the old gym limits the type of dramatic offerings and their production and stage design, as well as the potential audience. Space is also needed for manufacture and storage of props. Further, the gym is only available for performances twice a year.

A modern theater with fully-equipped stage is a necessity if the Jesters are to fulfill their educational obligation to the college community. The theater would include club-room and rehearsal space, a workshop area, a costume room, dressing rooms, and storage space for props.

### *IV. The Fine Arts Center*

A Fine Arts building, as visualized by the committee, would provide for the requirements of the departments in three wings, with total cost estimated at \$1,500,000. The individual art, music and drama wings, similar to Amherst's Kirby Memorial Theater, Williams' Adams Theater, or the Lowe art buildings at the University of Miami and Syracuse University, could be built for about \$500,000 each. At the same time, design of the building would effect substantial savings in construction through the use of some

features for dual and even triple purposes. The 400-capacity auditorium, for example, would meet the needs of the Music Department for a concert hall and provide a theater for the Drama Department. The theater's foyer and lounge might also serve the Art Department as an exhibition gallery. Music rehearsal rooms could double as dressing rooms for the Jesters during production time.

Contemporary design in concrete, brick and glass was proposed for the building. Three suggestions were made as to its location: the Alumni Hall area, either razing or developing the present building; at the south end of the campus, or at the corner of Broad and Vernon Sts.

## *Associates*

*Continued from Page 7*

representatives of the group for which it is intended. In this case they will know better than the College how to solicit the interest of their peers and how much time and effort they can be expected to spend.

The primary purpose of the reading program will be the encouragement of the kind of reading and thought which will begin to counteract the specialization demanded of men at the junior executive level. It is a paradox, both for corporations and for modern society in general, that young men of ability are compelled to become narrow in their thinking while they are supposed to be in training for positions of greater authority which by their nature require an ability to solve problems broad in scope.

If colleges can be of help in this matter it seems logical they must find a method other than courses or the concentrated institutes which have sometimes been advocated. Courses and institutes, short-term in form, will probably be short-term in effect.

It is anticipated that the reading program, planned as a gradual approach, will for many individuals grow into a long-term program. If so, a noteworthy contribution will be made, not only to corporations and society, but to the vitality of the liberal arts concept.

Another possible project, this one barely in the planning stage, should be noted because it further indicates the direction of planning.

Corporations and colleges are mutually concerned about communication—about reading, writing and speaking. They are also concerned about what is usually regarded as a

separate problem, reasoning and thinking. Reading, writing, listening, speaking, reasoning and thought have a common denominator, the language which is used for all of them. A sentence, written, read, spoken, heard or merely conceived in the mind is a logical construction. So, too, is a paragraph, a report or a speech.

An attempt to develop instruction which concentrates on this relationship among the forms of communication and thought seems to be a worthy experiment which might produce results valuable not only to men in industry but to undergraduates as well.

These examples of what Trinity College has done and is thinking about doing in return for part of the money which corporations have contributed should allay any fears that cooperation between colleges and corporations is impossible, not worthwhile, or just unwise.

Undoubtedly some persons will still retain the fear that the college will, in its desire to obtain additional funds, alter its basic concepts.

First, and most important to remember, is the fact that this is not a new problem. In every year of its existence every college has had experience with the pressures of donors, alumni, and other persons or agencies of influence. That so many colleges have for so long dealt satisfactorily with these pressures should indicate that they will manage to continue to do so.

In the case of corporate support of colleges it should be remembered that a part of the funds the college solicits is justified by an assurance that the college will not change fundamentally.

Finally, only a little conversation with corporation officers will make it clear that many of them would object loudly, would indeed withdraw their support, if any fundamental change in the nature of the college were made in an effort to impress them.

In short, Trinity's analysis of the problem of the relationship of the College to corporations has led to the conviction that cooperation with corporations will prove immensely valuable to the College and its students and faculty, to the corporation and its owners and employees, and in the long run, which is the basic concern of a liberal arts college, to the total community.

It seems probable that the approach Trinity has made will set a pattern for liberal arts colleges throughout the country.



## Answers to Picture Quiz

Cover: Pensive gargoyle pondering answers to the rest of the quiz can be found in the Chapel cloister.

1. Lion guards a Jarvis entrance-way known to all Trinity men—inside is the Admissions Office.
2. Trinity shield and symbols adorn the mantel of Hamlin Dining Hall.
3. Bas relief of S. Breck Parkman Trowbridge may be found in the foyer of the Field House.
4. Moose head looks down on all who enter Hamlin Dining Hall.
5. President Jacobs' Connecticut license plate.
6. Relief in lead on casement of Ogilby Hall.
7. Hitching post in front of President's house.
8. Statue of Trinity founder, Bishop Brownell—rear view.
9. Not a temperance motto, but part of the inscription on the Trinity Field gate, gift of Class of 1890 on fiftieth reunion.
10. Trinity's highest alumni award the Eigenbrodt Trophy
11. Mosaic of College seal brightens the hallway to the Dean's office.
12. Old Chapel bell, which used to ring the change of classes, now set into the north wall of the Library.
13. Pendulum still swings on grandfather's clock in hallway outside old library in Williams Memorial.

## Organization of Parents Mobilizes New Support for College

The interest of non-Trinity men in serving the College through the newly-formed Trinity Parents Association is a factor of great significance for the future. Organized last fall, the Association is already proving its importance in support of the College in the work of four active committees. One is currently conducting a \$20,000 fund drive from the membership of the Association, which includes non-alumni parents of both present students and recent alumni. Two other committees have been set up to act as advisory bodies for the admissions and the development programs, while the fourth has charge of Parents Day planning.

First President of the Association is Robert M. Bartlett of Pittsburgh, Vice President of the Gulf Oil Corporation and a graduate of Yale. Officers serving with him include Samuel F. Ninness of Bryn Mawr, Pa., President of Leaman Transportation Company, first vice president; A. Brooks Harlow, New York City insurance executive, second vice president; Dr. Gordon R. Maitland of Grosse Pointe, Mich., secretary, and Augustin H. Parker Jr., of Boston, President of the Old Colony Trust Company, treasurer.

Directors of the Association, including five parents for each class now in college and five parents of graduates, are, in addition to the above officers:

Stuart D. Baird of Boston, Robinson and Baird; Leonard J. Beck of New York, President of Leonard J. Beck, Inc.; Dr. William G. Bernhard of Short Hills, N. J.; the Rt. Rev. Charles F. Boynton, Suffragan Bishop of New York; William H. Burroughs, Anderson, S. C., executive of Textron, Inc.; John H. Cohen of Pittsburgh, insurance executive; Charles T. Corning of New York, Sales Manager of Brown Container Corp.; Fred C. Foy of Pittsburgh, Vice President and General Manager, Koppers Co. Inc.; Gerald N. Frank, New York manufacturer; Howard C. Frantz of Cincinnati, Manager of Sales Services Division of Proctor and Gamble; Alexander B. Freeman of Waterbury, General Manager of American Brass Co.; Paul H. Hammaker of Chicago, Vice President and General Operating Manager of Marshall Field and Co.; Paul M. Higinbotham, Baltimore attorney; Benjamin L. Holland of Hartford, President of Phoenix Mutual Life Insurance Co.; Edward A. Montgomery of Niagara Falls, attorney for the Carborundum Co.; Ralph S. Shaw of Providence, Executive Officer of the U. S. Dept. of Agriculture; Clayton B. Spencer of Hartford, Underwriter for Travelers Insurance Co.; Cyril S. Stanley, New York attorney; Charles P. Stewart, Pratt and Whitney Div. of United Aircraft Company, East Hartford; and Samuel S. Thorpe, Jr., Minneapolis realtor.

TO PLACE YOUR NAME, BY GIFT OR BEQUEST,  
IN THE KEEPING OF AN ACTIVE UNIVERSITY  
OR COLLEGE IS TO BE SURE THAT THE NAME  
AND PROJECT WITH WHICH IT IS ASSOCIATED  
WILL CONTINUE DOWN THE CENTURIES TO  
QUICKEN THE MINDS AND HEARTS OF YOUTH  
AND THUS MAKE A PERMANENT CONTRIBU-  
TION TO THE WELFARE OF HUMANITY.

—Calvin Coolidge—