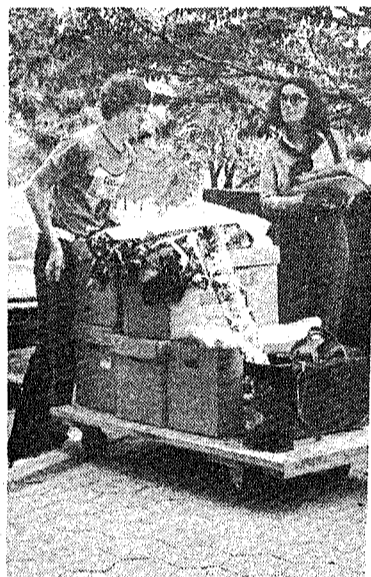


THE TRINITY TRIPOD

New Students Undergo Orientation Process

by Seth Price

Anyone at Ferris Athletic Center Sunday, August 29 witnessed the arrival of the Trinity Class of 1980. 521 strong, they descended on the school from as far away as Hong Kong and Nigeria and from as near as the Hartford metropolitan area.



Moving in combines manual labor and supervision.

coke party (which replaced the customary donuts and cider) the freshmen were left to explore and to worry about Monday's first class, the meeting of their freshmen seminars.

Tuesday, the Career Counseling Office administered a vocational test and the Sociology Department surveyed freshman attitudes. Meanwhile, the lines were starting to form in the Bookstore and the shelves began to empty.

As the week progressed, the freshmen were becoming accustomed to their new quarters. Due to the large size of the class, the double rooms in Elton now accommodate three people. Comments from various students indicated that this has yet to cause any serious problems. In addition to Elton, a large portion of the class has been housed in Jones, North Campus and Jarvis.

By Thursday, the official start of classes, most of the freshmen seemed to be settled in. "I like it a lot," seemed to be the prevailing response of those newcomers who were questioned.

Thursday afternoon brought inclement weather, the result being that Convocation was moved from the Quad inside to the Ferris Athletic Center. Speaking to an audience comprised of students, faculty and administrators, Lockwood called for an education that was both "practical and humane." He told the assembled onlookers of

his "belief that Trinity is first and foremost an academic community."

In the evening, Cerberus sponsored its annual reception for new students. The reception was held later than in previous years, which apparently led to a smaller attendance. Those present had the opportunity to talk to representatives of various campus organizations.

At this point, Freshmen Orientation was, for all practical purposes, completed, with the exception of the Matriculation Ceremony which was held yesterday in the Chapel. After the ceremony, new students were invited to meet the President in his office, and sign the oath which admits them to full membership in the college community. Due to the large numbers involved, this process was divided into two parts, and the remaining students will meet with Lockwood today.

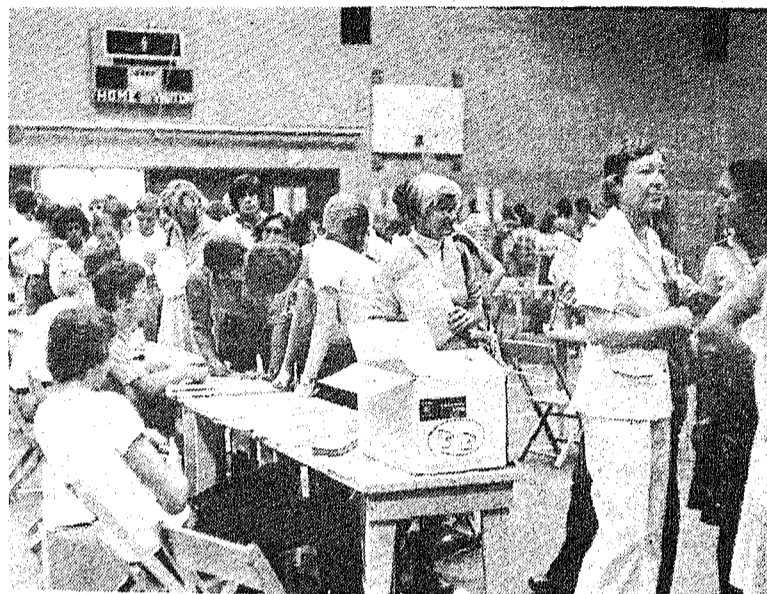


photo by George Griswold
Parents accompany students during the Freshman Check-in.

Attempted Rape Evokes Concern

by Nancy Nies

Monday, August 30, at 11:00 a.m. an unidentified male unsuccessfully attempted to sexually assault a freshman woman in her North Campus room.

According to Alfred Garofolo, director of campus security, the young woman had just returned from the ladies room when she thought she saw someone pass her open door. Apparently her

assailant had entered the room and hid behind the door. When the woman returned, he closed the door and pushed her back onto her bed. He tried to put his hand over her mouth, but she screamed loudly, frightening him away. He was seen by two witnesses as he fled from the building.

At 10:30 that evening, the unknown attacker was sighted again in North Campus, but he eluded the campus security guards.

Tuesday, August 31, at 11 a.m. students reported to campus security that an unidentified male was exposing himself behind the chapel. Assistant security officer Earl Moffatt and Hartford Police Officer Tom Palmeri went to investigate. The suspect was found on the soccer field and had had in his possession a vial of marijuana. Palmeri arrested him on charges of trespassing and illegal possession of narcotics.

At 4:30 Tuesday afternoon, according to the Hartford Courant, the victim of an off-campus rape identified the suspect as her assailant in an Augst 27th attack. The suspect, 23-year-old Patrick Stringer of 94 Evergreen Ave., Hartford, faces charges of first degree sexual assault and first degree burglary of the 19-year-old unidentified woman, stated the Courant.

Although Stringer was never positively identified by the North Campus victim as her assailant or by the two witnesses, Garofolo said he feels it is "reasonable to believe that he is the same man." "However," Garofolo cautioned, "We cannot be 100% sure, so we will still maintain tight security measures and will continue to be on the alert for suspicious looking persons."

Garofolo expressed concern over students' lack of response to the security posters he put up immediately following Monday's incident. When he warned several women standing in front of Jones and Elton to be sure and lock their doors, Garofolo said they replied, "Oh, that's happening in North Campus..." He said, "People consider this a sanctuary from crime. They do not realize that Trinity is in a city and must deal with city problems. They are naive to think we immune from trouble here."

When asked what measures he would take to insure tighter campus security, Garofolo replied, "the biggest help has got to come from the students themselves. Their increased awareness and cooperation with security measures is essential. People must get used to locking their doors." He added that he would be adding more men to his staff, and that he planned to "concentrate on the doors as much as possible."

Garofolo said that security is planning to set up a combination lock system for the main door in each dormitory complex. All other doors would be locked at night and only the member of the Trinity campus would be given the main door combinations.

In addition, folders containing information on security precautions and rape prevention will soon be made available in the library. Booklets may currently be obtained in the security office.

Women are reminded 1) Avoid being overly friendly with strangers; 2) Keep your door locked at all times; 3) Never walk alone at night; 4) Draw shades after dark and never undress in front of a window; and 5) If you must travel alone on campus after dark, please use the Escort System by calling Mather Hall at 527-3151.

Admissions Office Reveals Freshmen Stats

by Hank Merens and Diane Schwartz

Preliminary statistics compiled on new students by the admissions office do not reveal any significant changes from previous classes.

The class of 1980 has 521 students, including 313 males and 208 women and is the largest class in recent years. According to W. Howie Muir, director of the admissions office, the size compensates for the numbers who graduated last May. He said that he would prefer to have a more stable amount of new students enroll each year.

The Admissions Office "provides the college with incoming freshman, but does not arrive at the number of students that are to be accepted," said Larry Dow, assistant director of the Admissions Office in reference to the high percentage of original applicants that Trinity accepts, and the numbers who actually register.

He said, "We extend invitations to a number of people, but we do not author the class." He explained that the admissions office is told by Dean Robbins Winslow's office

how many places they should fill. The admissions office works with this figure, but cannot guarantee which applicants from the original pool will eventually matriculate. "A lot of it is a shot in the dark. In working with unreliable trends you are dealing with big question marks."

This year Trinity had 3270 applicants and 1511 were accepted. Dow explained that the reason for the high percentage of acceptances is one competition Trinity faces with other schools in its same class. Dow said that in recent years high school seniors have applied to several colleges, and in order to assure the desired class size, more applicants must be accepted by Trinity. He added that the quality of the candidate pool has not declined despite its large size.

When questioned about the number of acceptances, Muir indicated that in admitting such a large amount, the quality of the applicant pool would have to decline somewhat, but he feels that Trinity should be drawing more students away from such comparable schools as Middlebury, Tufts and Bowdoin. If that could be accomplished, then less people would be accepted by Trinity.

NEW STUDENTS — SEPTEMBER, 1976

47 — Non-Freshmen (Transfer and Exchange)
22 men, 25 women
521 — Freshmen
313 men, 208 women

Average SAT scores	Math	Verbal
Class of 1980	610	570
Class of 1979	610	570

Incoming Freshmen	Independent School	Public High School
Class of 1980	49%	51%
Class of 1979	41%	59%
Class of 1978	46%	54%
Class of 1977	38%	62%

Ratio of Applicants to Acceptance	# of Applicants	# Accepted by Trinity	# of Matriculants
Class of 1980	3270	1511	521
Class of 1979	2948	1157	394
Class of 1978	2898	1237	453
Class of 1977	2417	1052	420

Trinity Students Attend Alternate Academic Institutions

Approximately 130 Trinity students are on academic leave from the college for the first term of the 1976-1977 academic year. Some of these students will remain away from Trinity for the entire year.

Foreign programs attracted about 60 students to such varied countries as England, France, Colombia, Israel, and Kenya. An additional 25 students are participating in the Fall semester of the Barbieri Center in Rome.

About 21 students are attending classes at the various schools in the 12-College Exchange.

Approximately the same number have enrolled at other domestic schools for all or part of the year. Five students are working on open semester projects in the Hartford area or in New York.

The Office of Educational Services has compiled the following list of students who are currently not attending classes at Trinity.

BAER, Justin E., '78, Tashmoo Avenue, Vineyard Haven, Mass. 02568, Inst. of Eur. Studies-Freiburg, Erbprinzenstrasse 12, 7800 Freiburg im Breisgau, W. Germ.
BASCOM, Carlisle S., '78, 24 Tenney St., Georgetown, Mass. 01833, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
BECKER, Marcia A., '78, 32 Conant Rd., Weston, Mass. 02193, McGill University, Montreal, Canada
BELL, Sophie B., '77, 1226 Rock Creek Rd., Gladwyne, Penn. 19035, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terr., Lancaster Gate, London W.2, England
BOROWITZ, Barbara A., '78, 344 Ravine Drive, Highland Park, Ill. 60035, Univ. College, London, Gower St., London WC1E 6BT, England
BRACCHI, Ann, '78, 6 Nottingham Dr., Stamford, Ct. 06907, FALL TERM, Great Lakes Colleges Assoc., c/o CEUCA, Apartado Aereo 16060, Bogota, D.E., Colombia, S.A.
BUGOSH, Pamela M., '78, 1071 Squire Cheney Dr., West Chester, Penn. 19380, Inst. of Eur. Studies-Paris, 77, rue Daguerre, 75014 Paris, France
CAMERON, R. Bruce, '78, 72 Woodfield Dr. Short Hills, N.J. 07028, London School of Econ., Hall of Residence, 90 Rosebery Ave., London EC1, England
CARPENTER, Edward L., '77, 2632 Wellington Rd., Cleveland Heights, Ohio 44118, FALL TERM, Great Lakes Colleges Assoc., c/o CEUCA, Apartado Aereo 16060, Bogota, D.E. Colombia, S.A.
CAVERS, Nancy L., '78, 21 Royalston Rd., Wellesley, Mass. 02181, FALL TERM, Beaver College Semester in London, 26 Egerton Gardens, S.W.3, London, England
CLARKE, Donna B., '78, Box 34, Waverly, Penn. 18471, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
DEERY, Shawna E., '78, 1 Harbor Ave., Marblehead, Mass. 01945, Smith College Program in Paris, Reid Hall, 4 rue de Chevreuse, Paris 11, France
DUNKLEE, Virginia V., '78, 355 Gilpin St., Denver, Colo 80218, OCTOBER-MARCH, British and Eur. Studies Group, BCM Box 403, London WC1V 6XX, England
ESSEY, James A., '78, 34 Highridge Rd., Hartsdale, N.Y. 10530, London School of Econ., Hall of Residence, 90 Rosebery Ave., London EC1, England
FISCHER, Barbara A., '78, 33 Bradenham Place, Eggertsville, N.Y. 14226, OCTOBER-MARCH, British and Eur. Studies Group, BCM Box 403, London WV1V 6XX, England
GARNICK, David K., '78, 19 Honey Brook Dr., Princeton,

N.J. 08540, Scandinavian Seminar Program, 100 East 85th St., New York, N.Y. 10028 (Norway, Sweden)
GOSS, Richard I., '78, 2833 Courtland Boulevard, Shaker Heights, Ohio 44122, FALL TERM, Inst. of European Studies-Paris, 77, rue Daguerre, 75014 Paris, France
GREENE, Renez B., '78, 500 West North Ave., Chicago, Ill. 60614, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terr., Lancaster Gate, London W.2, England
GUNNER, Nancy J., '78, 261 Girdle Rd., East Aurora, N.Y. 14052, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
HASKIN, Mary D., '78, 6455 Randolphville Rd., Piscataway, N.J. 08854, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
HOAR, Andrea L., '78, Box 289, Remsenburg, N.Y. 11960, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
HOFFINGER, Adam S., '78, 27 West 86th St., New York, N.Y. 10024, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terr., Lancaster Gate, London W.2, England
HUNTS, Carol A., '78, 5633 Park Ave., Fairfield, Conn. 06432, FALL TERM, McGill University, Montreal, Canada
INMAN, Dwight A., '78, 353 Reservoir St., Trenton, N.J. 08618, FALL TERM, St. Lawrence University at Univ. of Nairobi, Kenya, Africa
JACOBS, Jon D., '78, 37 Alden Rd., Poughkeepsie, N.Y. 12603, CCEA (Beaver College), Univ. of Edinburgh, Edinburgh EH 8 9YL, Scotland
JOHNSON, Charles J., '78, 223 Old Kings Highway, So., Darien, Conn. 06820, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terr., Lancaster Gate, London W.2, England
KERR, Stuart H., '78, 321 South Main St., Hightstown, N.J. 08520, Univ. of Manchester, Manchester M13 9PL, England
KLEIN, Murray H., '78, 124 Westbourne Parkway, Hartford, Conn. 06112, Univ. of Haifa, Mailing: c/o Dorothy Lenefsky, 28 Klebanov St., Neve Shaanon, Haifa, Israel
KLINGER, Michael L., '78, 88 Old Pond Rd., Great Neck, N.Y. 11023, Univ. of Vermont Program in Nice, Residence de la Baie des Anges, Chemin de Saint-Antoine, 06-Nice, France
LARSON, Kristi, '78, 230 Park Avenue, Freeport, N.Y. 11520, Wagner College Study Program, Gallosstrade 2, 6901 Bregenz, Austria
LAUFS, Brenda L., '78, 200 Crescent St., Duxbury, Mass. 02332, Inst. of Eur. Studies-Freiburg, Erbprinzenstrasse 12, 7800 Freiburg im Breisgau, West Germany
LEONARD, Geoffrey P., '78,

79 Laurel Crest Rd., Madison, Conn. 06443, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terrace, Lancaster Gate, London W.2, England
LEVIN, Lise, '78, Melinda Dr., Owings Mills, Maryland 21117, Sweet Briar Program in Paris, 34, rue de Fleurus, 75006 Paris, France
MCCARTER, Lisa, '78, 45 Buena Vista Ave., Rumson, N.J. 07760, Univ. of Edinburgh, Finlay House, Cameron Park, Edinburgh EH16, Scotland
MCCARTHY, Nancy F., '78, 5 Amherst Rd., Marblehead, Mass. 01945, FALL TERM, Intercollegiate Center for Classical Studies, Via Ulisse Seni, 2, 1-00153 Rome, Italy
McKEE, Valerie M., '77, 18 Uncas Rd., Old Saybrook, Conn. 06475, FALL TERM, Associated Colleges of the Midwest, Apartado 2732, San Jose, Costa Rica
MONAGHAN, P. Alec, '78, 241 Cheswold Lane, Haverford, Penn. 19041, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terrace, Lancaster Gate, London W.2, England
NEWBURGER, Kay L., '77, 29 East 64th St., New York, N.Y. 10021, FALL TERM, Beaver College Semester in London, 26 Egerton Gardens, S.W.3, London, England
PERRY, Lauren G., '78, 350 Willow St., Southport, Conn. 06490, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
PFEIFFENBERGER, Edward H., '78, 4223 Bayshore Rd., Sarasota, Fla. 33580, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
PHINNEY, Peter K., '77, 10 Happy Hollow Rd., Wayland, Mass. 01778, FALL TERM, Ithaca College/London Program, 35 Barrington Gardens, London SW7, England
PLAPINGER, Keith, '78, 864 Princeton-Lawrenceville, Princeton, N.J. 08540, Univ. of Durham, Old Shire Hall, Durham DH1 3 HP, England
POOLE, Christina C., '78, 28 Bowdoin St., Portland, Maine 04102, British and European Studies Group, BCM Box 403, London WC1V 6XX, England
PRYOR, Katherine L., '78, Broad Brook Road, Bedford Hills, N.Y. 10507, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
ROBINSON, Arthur W., III, '78, 203 Riverside Ave., Riverside, Conn. 06878, FALL TERM, Intercollegiate Center for Classical Studies, Via Ulisse Seni, 2, 1-00153 Rome, Italy
ROWLAND, David J., '78, 12 Merry Lane, Georgetown, Conn. 06829, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
RUSKIN, John J., '78, 33 N. Plandome Rd., Port Washington, N.Y. 11050, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
RUSSELL, Jennifer J., '79, 77 Hayden Station Rd., Windsor, Conn. 06095, Inst. of Eur. Studies-Paris, 77, rue Daguerre, 75014 Paris, France
SANBORN, Barbara J., '78, 1701 Boulevard, Westfield, N.J. 07090, University of Durham,

Old Shire Hall, Durham DH1 3HP, England
SCHAEFFER, Anthony L., '78, 1021 Green Valley Rd., Bryn Mawr, Penn. 19010, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terr., Lancaster Gate, London W.2, England
SCHUBE, Ann B., '78, 141 East 88th St., New York, N.Y. 10028, FALL TERM, Institute of Eur. Studies-Paris, 77, rue Daguerre, 75014 Paris, France
SMITH, Deborah J., '77, 8531 West Howell Rd., Bethesda, Maryland 20034, FALL TERM, Inst. of Eur. Studies-London, 35 Craven Terrace, Lancaster Gate, London W.2, England
THEOBALD, Neil D., '78, 147 Caroline St., East Peoria, Ill. 61611, University of York, Healington, York YO1 5DD, England
TOBIN, Margaret E., '78, 80 Creston Ave., Tenafly, N.J. 07670, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
TREGELLAS, S. Tylor, '78, 1165 Park Ave., New York, N.Y. 10028, FALL TERM, Inst. of Eur. Studies-Vienna, Freyung 4, Palais Kinsky, A 1010 Vienna I, Austria
VITSILAKIS, Chrusi, '78, 275 Franklin Avenue, Hartford, Conn. 06114, College Year in Athens, Inc., 59 Deionokratous St., Athens 14D, Greece
WEISS, William D., '78, 11 Hillside Ave., Caldwell, N.J. 07006, Univ. of Vermont Program in Nice, Residence de la Baie des Anges, Chemin de Saint-Antoine, 06-Nice, France
WOLFSON, JoAnn, '78, 5900 Arlington Ave., Bronx, N.Y. 10471, FALL TERM, Great Lakes Colleges Association, c/o CEUCA, Apartado Aereo 16060, Bogota, D.E., Colombia, S.A.
WULSIN, Rosamond R., '78, 8405 Spooky Hollow Rd., Cincinnati, Ohio 45242, CCEA (Beaver College), Univ. of Edinburgh, Edinburgh EH8 9YL, Scotland
ZELMAN, Gail A., '78, 39-12 Terhune Place, Fair Lawn, N.J. 07410, FALL TERM, Ithaca College Program in London, 35 Harrington Gardens, London SW7, England
TRINITY STUDENTS OUTGOING ON 12-COLLEGE EXCHANGE 1976-1977
Amherst College, Amherst, Mass. 01002
COHEN, Elaine M., '78-Full year
PAWLICK, Robert B., '78, Full year
RODNON, Susan B., '78, 1 Semester
SCANGOS, Jamie P., '78-Full year
Connecticut College
O'Neill Memorial Theatre Institute
305 Great Neck Rd., Waterford, Conn. 06385
ELLIS, F. Henry, III, '77-1st Semester
EWING, A. Tucker, '77-1st Semester
MURPHY, Gregory S., '77-1st Semester
***Dartmouth College, Hanover, N.H. 03755**
ATTWOOD, Juliana, '77-Full year F/S
WERTHEIM, Mary Ann, '77-1st Semester F
Mount Holyoke College, So. Hardley, Mass. 01075
YUDKOFF, Robin L., '78-1st Semester
Smith College, Northampton,

Mass. 01060
BLAIR, Laurie E., '77-1st Semester
KRUESI, Katherine K., '78-1st Semester
Vassar College, Poughkeepsie, N.Y. 12601
SEBEKOS, Peter J., '78-1st Semester
SHASKUS, John J., '77-Full year
Wellesley College, Wellesley, Mass. 02181
BECKEN, A. Tracey, '78-Full year
WESSICK, Cynthia L., '78-Full year
ZACKON, David H., '79-Full year
Wesleyan Univ., Middletown, Conn. 06457
FILER, Daniel J., '77-1st Semester
KANKI, John P., '79-Full year
O'Donnell, Brian, '79-Full year
O'DONNELL, Brian, '79-Full year
Williams College, Williamstown, Mass. 01267
COX, John A., Jr., '79-Full year
 *For Dartmouth: F-Fall; W-Winter; S-Spring; X-Summer.
TRINITY STUDENTS ON OPEN SEMESTERS-LOCAL
HANNA, Christopher K., '77, Box 1164, Internship in Theatre Administration at Hartford Stage Company. Nichols, Adviser
MANDLER, Jeffrey L., '77, Box 1216, Internship with the Hartford Architecture Conservancy. Rohrer, Adviser.
MINDNICH, C. Lisa, '77, Box 1004, Internship in the Psychophysiological Biofeedback Clinic at the Institute of Living. Winer, Adviser.
SHERMAN, Howard I., '78, Box 874, Inside the Fourth Estate: A Practical and Theoretical Examination of Television. Dando, Adviser.
TRINITY STUDENTS ON OPEN SEMESTERS-AWAY
KENNEDY, Susan P., '78, 769 Pelham Rd., New Rochelle, N.Y. 10805, Moral Education in Theory and Practice (at the Masters School, Dobbs Ferry, N.Y.). Rabineau, Adviser.
STUDENTS PARTICIPATING IN THE FALL SEMESTER PROGRAM OF THE BARBIERI CENTER, 1976
BAUM, Miss Jane B., '78 (Vassar College), 60-Council Rock Ave., Rochester, N.Y. 14610
BOAS, Ms. Diane D., '78 (Smith College), 40 East 88th St., New York, N.Y. 10028
BUCHWALD, Miss Deborah B., '78, 325 Whitman Dr., Brooklyn, N.Y. 11234
BURSLEY, Kevin H., '78, 1417 North Woodlawn Ave., St. Louis, Missouri 63122
CALLIGAR, Miss Catherine D., '77 (Wellesley College), 430 East 57th St., New York, N.Y. 10022
CAREY, Robert J., '78, 48 Chapel Rd., Manhasset, N.Y. 11030
CARLEY, Clayton N., '78, 1513 Claremont Dr., Boise, Idaho 83702
CATALDO, Miss Jacqueline D., '76 (Regis College), 1970 Massachusetts Ave., Lexington, Mass. 02173
CHIARUCCI, Ms. Regina L., '78 (Denison Univ.), 26 Hunting Hollow Dr., Pepper Pike, Ohio 44124
CHURCH, Allen L., '77, 63 Cove Ave., Norwalk, Conn. 06855
D'ARRIGO, Ms. Christine M., '79 (Wheaton College), 1 Lantern Lane, Lexington, Mass. 02173
 continued on page 6

Trinity Alters Administrative Scene

by Nancy Riemer

With the beginning of the new academic year, two new positions have been incorporated into Trinity's administrative offices. J. Ronald Spencer, former dean of students, has been named to the newly created dean of studies post, where he will oversee the academic programming and curricular policy of the college. M. David Lee has been appointed director of student services; previously he served as associate dean of student services.

The functions of the dean of

studies were formerly overseen by the dean of faculty, the president and the vice-president. Spencer observed that since the college was "fundamentally strong" and the administration felt "cautiously optimistic" about its future, it was an opportune time to institute the new office. He said that the academic sector of Trinity's administration was small in comparison with other institutions of similar size.

After extensive discussions with students, faculty and other ad-

ministrators, he feels that in this new position Trinity's academics can be strengthened. The office is new, and no master plan has yet been finalized. Spencer said that with the coming months the substance of his duties will be shaped by what he finds through his contact with the college community. A few areas that might be dealt with are: credit vs. non-credit courses and activities, comprehensive testing policy and a team-teaching, interdisciplinary approach to certain courses for the benefit of both students and professors.

Spencer will retain his advisory capacity and does not foresee his contact with students as diminishing although it will now be in a different context. His office is now located in Downes Memorial.

At the other end of campus, changes have been made within Mather Campus Center. The director of student services is the consolidation of two former positions, the dean and associate dean of student services. Lee, as the new director, explained his duties as being managerial. He serves as the liaison between the college and the food service, bookstore and post office, and the proposed pub. He is in charge of the budget for the operation of the building and the student workers who work for the campus center. In addition to his supervisory function, he acts as an advisor to student government and all student organizations.

Lee stresses that because of the responsibilities of his new position (the campus center is a multi-million dollar building with over one hundred employees) some of the activity programming that was formerly one of the office's functions will now have to take a back seat. He is not neglecting this aspect of his position, but hopes to

have more student, faculty and administrative involvement in college sponsored activities such as the Trinity Outing Program. The Outing Program, he feels, provides an excellent opportunity, a unique extra-curricular activity for the entire college community. It is educational, environmental and open to all. In addition to outside programs, Lee has made policy changes at the center. In response to student desire for

longer hours at Mather Hall, the building will now be open from 7 am to 1:30 am seven days a week. This will enable dances, concerts, and other functions to run later and the pub will be open not only from 3 to 5 pm but also from 8 pm to 1 am. Lee also hopes to open a lounge with a music listening room on the lower level of the center. Plans for further improvements have not yet been finalized.

Winer Appointed Dean of Students

Trinity College has appointed Dr. David Winer to dean of students. Winer joined the Trinity faculty in 1966 and is an associate professor of psychology. He will continue to teach on a part-time basis.

He was assistant in psychoacoustics at the Shilling Auditory Research Center in Groton, Conn., from 1960 to 1962, research associate for Experimental Psychophysiology Laboratories at the Institute of Living since 1965, a consulting psychologist at the Newington Children's Hospital since 1965, a consulting psychologist at the Newington Children's Hospital since 1974 and co-director of the Graduate Program in Neurosciences of the University of Hartford/Trinity College/Institute of Living since 1975.

During 1964-1965, Winer was the recipient of a Predoctoral Fellowship by the National Institute of Mental Health and from 1970 to 1973 was a participant in a National Science Foundation College Science Improvement Program. He is also a participant at Trinity in a Mellon Foundation grant.

Winer is a member of the American Psychological Association, the American Association for the Advancement of Science, the Connecticut Psychological Association, the New England Psychological Association and Xigma Xi, a national honorary research society.

He is the author of numerous articles for publication in physiological and other professional journals.

Kamber Joins Modern Languages Staff

Dr. Gerald Kamber, who calls himself a generalist with special concentration in French and Italian Literature of the Renaissance and 19th century, has been appointed professor and chairman of the Department of Modern Languages at Trinity College.

Professor and chairman of the Department of Modern Languages at the State University of New York in Potsdam, N.Y. for three years, Dr. Kamber received a B.A. from Rutgers in 1950, an M.A. from Middlebury in 1952 and a Ph.D. from Johns Hopkins University in 1962. He also holds a Certificat, Institut de Phonetique, Universite de Paris, Certificat, Philologie Romane, Ecole de Preparation and a Certificat, Litterature Contemporaine, Ecole de Preparation.

He also attended the Scuola estiva per gli stranieri, Universita di Firenze.

Dr. Kamber has also taught at Rutgers, Goucher, Bowdoin, Kent State and has been the director of the summer program in French at Harvard in 1963, 1966 and 1969.

In 1964, Dr. Kamber was coordinator of an elementary French program conducted by the Peace Corps at Princeton and in 1965 was professor of linguistics and phonetics at a National Defense Education Act (NDEA) Institute at Hamilton College.

Johns Hopkins Press published his book "Max Jacob and the Poetics of Cubism" in 1972. A novel entitled "In Darkest America" is in progress and he has published numerous articles in leading scholarly journals.

Trinity Offers Fall Evening Courses

Eight evening courses will be presented by Trinity College in its Fall Adult Learning Program. The non-credit courses are designed for people who want to grow intellectually and there are no formal educational requirements. Course subjects range from poetry and the dance to psychotherapy, ethics and investing.

Each course will meet for one evening a week for eight consecutive weeks beginning September 27. Typically, each session

will include a formal presentation followed by a discussion. Additional reading will be suggested but there will be no written examinations or papers required.

Course titles and the days of the week on which classes will be held are: Monday, "American Poetry of the Sixties and Seventies" and "Movement Awareness: Inside and Out"; Tuesday, "Understanding China" and "The Nature of Psychotherapy"; Wednesday, "Resolving Difficult Moral Choices" and "International Folk Dancing"; Thursday, "Investing in a Changing Economy" and "Form and Vision: The Language of Art."

All courses will be taught by the faculty of Trinity College on the campus in the Life Sciences Center, except for dance classes which will be held in the Seabury Hall dance studios. Registration information is available from the Office of Community Education, Trinity College or by calling 527-3151, Extension 208.

Horizons Program Takes Off Soon

by Steve Titus

Trinity will offer an innovative, experimental program beginning in September. The program, called "Horizons," is open to the general public as well as to Trinity students. Altogether, 21 different academic departments will present lectures, demonstrations,

and audio-visual programs on Tuesday nights from September through April.

Students may participate in the program by signing in at any twelve of the lectures and submitting a critique of the program to the Coordinator (Professor

McNulty) on or before April 29, 1977. Participants will receive one-half course credit. The recorded grade will be Pass.

All lectures will be presented at 8 p.m. in either the Austin Arts Center or McCook Auditorium. The schedule of lectures is as follows:

- Sept. 21 - Kirkpatrick (Religion) - Beyond the God Beyond God: New Views on Divine Transcendence - MCC
- Sept. 28 - Sacks (Sociology) - Sexual Equality in Soviet Russia - MCC
- Oct. 5 - Bronzino (Engineering) - The Doctor's Black Bag Revisited: The New Techniques in Medicine - MCC
- Oct. 12 - Sloan (Am. Studies) - Marquis Whitman as Martyr: The Use and Abuse of An American Hero Myth - MCC
- Oct. 19 - Dworin (Dance) - Are You Dancing Without Knowing It? - Washington Room
- Oct. 26 - Williams (Classics) - Who Should Listen to a Poet, and Why - MCC
- Nov. 2 - DePhillips (Chemistry) - Consumer Power: The Promises and Threats of Chemistry - MCC
- Nov. 9 - Barber (Music) - Are Modern Composers Revolting? - AA
- Nov. 16 - Schultz (Education) - Evaluating Teachers: Fads, Facts, Fetishes and Phobias - MCC
- Nov. 23 - Mace (Psychology) - Seeing a Person's Age: A Change of Face in Perceptual Theory - MCC
- Nov. 30 - Hunter (English) - What is English? - MCC
- Jan. 25 - Shoemaker (Theater) - A Statue of Snow: The Theatrical Medium - AA
- Feb. 1 - Egan (Economics) - The Limits of Economic Growth - MCC
- Feb. 8 - Kassow (History) - What's New in the Study of History? - MCC
- Feb. 22 - Campo (Comp. Lit.) - Widening Horizons in Literary Study: Comparative Literature Its History, Method & Current Applications - MCC
- Mar. 1 - Lee (Philosophy) - Philosophy and Ethics: The Nature of Moral Obligation - MCC
- Mar. 8 - Hendel (Poli. Sci.) - What We Definitely Know about the Soviet Union, and How We Know It - MCC
- Mar. 29 - Cale (Fine Arts) - The Idea of the Image: Contemporary Printmaking as Visual Communication
- Apr. 5 - Stewart (Math.) - Pattern and Structure: A Mathematician's Eye Looks at Some Group Pictures
- Apr. 12 - Child (Biology) - The Biology of Change: The Shaping of Heredity and Development
- Apr. 19 - Gold (U. & E.) - Changing Neighborhoods and School Busing - MCC

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Lockwood Stresses Extra-

President Lockwood Spoke
to the 154th Opening Convocation
of Students, Faculty, and Staff
on Thursday, Sept. 2
in the Ferris Athletic Center

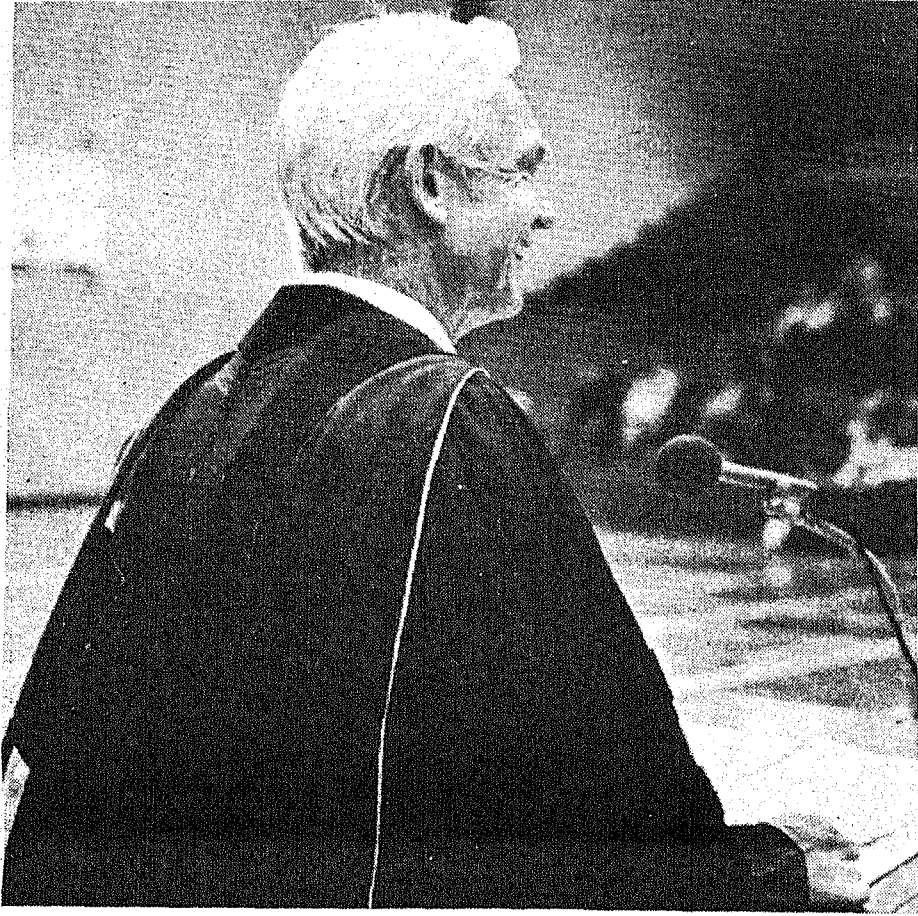


photo by Steve Roberts

Lockwood delivers convocation speech.

The opening of another academic year at Trinity, our 154th provides the obvious occasion to welcome new faculty, to greet returning faculty--especially those back from sabbaticals--and to express our greetings to students, both newcomers and "veterans." I hope your summer has been restful and that you come to the College today ready for a new beginning.

For this is one of the benefits that academic institutions enjoy which other enterprises do not: we operate according to clearly defined cycles, and at the end of a cycle there is a respite. The advantage for people like myself, the Vice President and the Dean is that we have a chance during the summer months to assess what has transpired in the preceding semesters. We can analyze what progress has been made, where our problems lie, and what we can do better in the future.

Today I thought I might share with you some of our thoughts about the life of this community, giving special emphasis to its non-academic aspects. In some ways this enterprise, involving over 2,000 individuals, is like a small town. It either thrives or else suffers its own form of urban disjunction. On the other hand, one of the obvious differences between a community like Trinity and a small town is that we are gathered in this place for one overriding purpose, and that is education.

More specifically, we are dedicated to liberal education. What exactly does that mean? Since countless volumes have been written in response to that question, I can't attempt this afternoon to give you a comprehensive answer. I am convinced, however, that at the heart of liberal education lies a commitment to the

"Although learning is the
overriding concern of higher education,
non-academic, extra-curricular campus
activities are also vital in providing lessons
in how to live and work together
in peace and harmony."

proposition that it is worthwhile, both for the individual and society, for us to liberate our minds. That may seem like a prize cliché. Yet when you realize that seven out of every ten students in American higher education attend institutions

which do not have this goal as a primary obligation, it makes sense to reiterate our commitment to probing, to questioning, to finding out where the truth may lie. Especially at a time when so many have argued that the chief task of education is narrow vocational preparation, it is worth saying once again that the goal of liberal education is practical wisdom.

In pursuing liberal education, we should remember that command of subject matter, the accumulation of know-how, is not sufficient. It is also important that we resist the siren call of over-specialization. For as Irving Howe reminds us, there is a real danger that intellectual endeavor will be "broken down into a series of discrete and specialized functions, so that the larger animating concerns with values and ideals may gradually...wither away." (Steady Work, p. 7)

Another key feature of liberal education is its appreciation of complexity. We all yearn for simple explanations. But most issues, most problems, become more complex, not less, as we study them. One of the difficulties with certain kinds of intellectual endeavor is that they seek to peel away complexity in order to isolate one factor, one element, about which we can be sure. Yet, when we realize that the emotions and the will are as much involved in inquiry as intellect and reason, we know that the task will not lose its complexity. Learning to live with that fact is a part of liberal education.

Liberal learning is also centrally concerned with the refinement of critical judgment--and particularly the judgment of matters involving questions of personal and social value. Each Trinity undergraduate will confront significant ideas. I hope each of you will learn to make discriminating judgments among the ideas you examine. To do so is to gain the kind of intellectual mastery that makes individual existence more meaningful and an often bewildering world more comprehensible.

As these brief remarks suggest, I deeply believe that Trinity is first and foremost an academic community. I have often quoted Professor Robert Wolff's remarks about the meaning of such a commitment: "What matters (in a college) is that the material should engage the student's intellect and sensibility, that he should be held to the highest possible standards of thought, and that his activity be free of the extraneous career consequences of the professional school. Only by such genuine experimentation, sharply different from both the dilettante's superficiality and the professional's career commitment, can a young man discover who he is and whom he wants to be." (The Ideal of the University, p. 20) That goal sets the boundaries of what we try to do at this college. It also sets before any faculty the most demanding task it can confront.

In keeping with Solff's distinctions, let me add that an undergraduate education which does not help clarify our central convictions and our implicit assumptions quickly reduces itself to mere technical training or is a wasteful indulgence. We cannot afford either. Thus I urge each of you to insist upon education that is both practical and humane.

On that note I should now like to turn to "the other side of life," to the extracurricular or non-academic aspect of the college community.

Sometimes I wonder if this institution has become little more than a community of convenience, a kind of boarding house with a number of activities like sports, clubs and entertainment more readily available than they would be if everyone were scattered around town. Obviously I exaggerate in order to raise some questions which I think we must ponder: What is the proper relationship between extracurricular activities and the academic objectives of this institution? To use a specific example, Trinity encourages and supports athletic teams and outing clubs, choirs and theatre, concerts and lectures and parties. The educational benefits of some of these activities are more obvious than others, but certainly none is intrinsically subversive of our educational goals. My question is: do we draw from these programs and activities their maximal educational benefit? For example, do we have a rathskellar so that students can test their capacity for barley and hops; or do we have it so that they can relax and get to know one another in a setting which places a premium on conversation that may range from the trivial to the profound? Similarly, do we have intercollegiate sports so that students can concentrate on becoming professional athletes or so that they can learn about participation and sportsmanship--and keep physically fit?

I suspect you know how I would respond to these queries, but let me elaborate a bit. All of us know enough about learning to realize that not all of it occurs in the classroom or in the other formal curricular options. Furthermore, not many of us could happily spend all of his or her time slaving away in the library. That merely emphasizes the point that each of us decides how to use our time, and each of us hopes we make wise choices. In a way that is the dilemma of having the freedom to choose: by our choices both of courses and of extracurricular ventures we reveal something of our affections and our values. Particularly difficult are the choices we make on a campus that is open and where there are so many options. For today students enjoy a degree of personal freedom unprecedented in Trinity's history. The curriculum supports the observation that undergraduates take what they want, schedules permitting. They live where they want, the lottery permitting, and they do what they want, time, energy and resources permitting. Official interference and restraint are held to a minimum.

This was not always so. Less than a decade ago the curriculum prescribed at least twelve of the twenty courses which students took during the first two years. Likewise, the private and social lives of undergraduates were hedged about with a multitude of regulations. The administration closely monitored the activities of fraternities, clubs and other extracurricular organizations. Parietals were strictly enforced, and it was not unknown for a student to be suspended because he had a member of the opposite sex in the residence halls after the specified hours. The mere possession of alcoholic beverages could lead to serious disciplinary action.

Happily, we have now abandoned such intrusions into the lives of undergraduates. Whereas the old scheme assumed that students were still adolescents, we now assume that they are adults in the fullest sense of the term. As such, they are capable of leading mature and responsible lives in a setting that maximizes personal freedom.

continued on page 5

Curricular Aspects of College Life

continued from page 4

Of course, we know that maturity and responsibility are meaningless abstractions unless the individual is at liberty to exercise them. We believe that significant educational benefits result when we encourage you to take charge of your own lives, to make judgments and to abide by the consequences. Furthermore, we believe that you will benefit from experimenting with different values and styles of life and from testing them against experience in order to determine which are best for you. Hence our emphasis on freedom.

But freedom entails a sense of responsibility. For the most part, people on this campus exercise appropriate responsibility. Unhappily, however, that is not always the case. In an atmosphere where people have the opportunity to "do their own thing," an adversary relationship can develop between the rights of the individual and the rights of the community. I would argue that one without the other--the individual without the community or the community without individuals--is meaningless. There need not be any dichotomy; yet, I know that in practice, here and elsewhere, some people become paralyzed by the drumbeat of their own rhetoric in asserting that the individual should be able to do anything he or she can get away with. Whenever that occurs, the community is already in a state of dissolution; and it is no wonder that some commentators speculate aloud that such loss of dedication is not impossible in this old democracy. To use the words of Martin Buber, "Freedom...I love its flashing face...I am devoted to it, I

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am always ready to join the fight for it....I give my left hand to the rebel and my right to the heretic. BUT I do not trust them. I love freedom, but I do not believe in freedom without community."

In practice that realization means an acceptance of both limits and expectations. For example, in abandoning the *in loco parentis* position, we did not abandon our expectations of what we hoped would be the guiding principles of your lives here and elsewhere. I hope and expect that good taste and civility will be the hallmarks of this campus. I hope and expect that each of you will respect the dignity of others in all your words and actions. I hope and expect that we can direct our energies to enhancing this community of learning, that we won't have to waste our time reminding one another of the basic tenets of good conduct and morally acceptable behavior. Similarly, we all must respect the limits of any college: we cannot provide every amenity which some people might wish.

Last spring, I met with a group of students who had taken the initiative in this business of examining the quality of community life at Trinity. They conducted a survey of student opinion, including such questions as, "How close does Trinity come to your idea of good community? How can we improve the situation?" They spoke of cliquishness and the unwillingness of individuals to respect the rights of others. But on a brighter note, most students were optimistic that improvement was possible, if administration, faculty and students were willing to cooperate.

I can speak for the administration in saying that we will lend our support to these efforts. To give some substance to these aspirations, I am asking the College Affairs Committee, the Mather Hall Board of Governors, and the Student Government Association to work with us to determine how we should proceed. Among the topics to be discussed will be the appropriate standards for the new Rathskeller, improvements in the physical quality and social life of the residence halls, and a review of the procedures by which we decide what is to be done. I hope each of you will be ready to participate in these efforts. It may be hackneyed to paraphrase the words of President Kennedy, but "Ask not what the community can do for you, but what you can do for the community." My exhortation is: Ask both and do both.

Let me draw back for a moment. I am not claiming that education or Trinity can solve all the problems that have afflicted communities for generations. What I am asking is that we try to do more in this regard than we have. There is one very important lesson to be gained by any efforts we should launch, regardless of their outcome. That is a lesson how to live and work together in peace and harmony. To be sure, we may have our differences on all sorts of issues--from porno movies to marine recruitment--but unless we try to thrash them out in a civilized fashion, we shall, when all is said and done, be a community without a mission and without any sense of what is right and worthy.

Like you, I sit and wonder what any of us can do to make of this community, the city, the state, or the nation a better place. I become particularly distressed when someone implies that all we in the administration do is monitor the operations, balance the budget and check the health of the elm trees. Earlier I described the College's mission as unique: learning is our overriding concern. I have been

"Especially at a time

when so many have argued

that the task of education

is narrow vocational preparation,

it is worth saying once again

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education is practical wisdom."

around long enough to know that operations can drive out thought. Therefore, let me be blunt in saying that my main concern is to create an academic community of the highest quality in which the commitment to thought and the pursuit of questions of values are paramount.

Therefore, the implied separation of the academic goals of Trinity from "the other side of life" cannot and does not exist. However elusive, however difficult the task, I am convinced that we should relate the two to our mutual interest in attaining practical wisdom. In that effort we must find ways to help ourselves and others to understand our relationship to the communities in which we live and earn a living. To put it in national and global terms, we must learn to do things differently or we shall conform the worst fears of the lean-looking prophets of doom. Daniel Bell, the sociologist, observed recently that one of the prime difficulties of Western society is its lack of "civitas," the "spontaneous willingness to make sacrifices for some public good." I would like to think that in this community of learning, where we are bound by ties of intimacy and shared purpose, we could make a small beginning toward recapturing that elusive quality.

"Therefore, let me be blunt in saying
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In closing, let me move to a summary evaluation of where Trinity College is right now. As I state in my Annual Report, we are basically in very good shape indeed. We have an able and experienced faculty interested in reviewing our programs to ensure the quality of our offerings. Nationally, our reputation has grown. Admissions rose, and we are all aware that there are more freshmen here than we anticipated. The success of the crew at Henley was a fine example of what amateur sports can achieve. Financially we ended the year in excellent condition and our capital campaign is closing in on the \$10 million mark. We are, in short, operating from strength, and our projections suggest that we can move aggressively to strengthen this community of learning in the ways we deem appropriate.

I wish you well in the coming year!

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Trinity Students On Academic Leave

continued from page 2


DiBIASO, Jay R., '78 (Williams College), 4e Meadowlark Dr., Longmeadow, Mass. 01106
DIFEO, Miss Cecilia R., '78 (Boston Univ.), 2219 1st Avenue, Spring Lake, N.J. 07762
DOERGE, Dan T., '78, 17866 Lake Rd., Lakewood, Ohio 44107
EBERSOLE, Philip B., '78, 256 Shady Brook Lane, Princeton, N.J. 08540
FARROW, Ms. Diana C., '78 (Yale Univ.), 5414 Tory Hill Rd., Greensboro, N.C. 27410
GARDNER, Frederick P., '78, 666 N. Sheridan Rd., Lake Forest, Ill. 60045
HAMMITT, Miss Jane S., '78 (Smith College), 1306 Olivia Ave., Ann Arbor, Mich. 48104
HEWITT, Ms. Stacie P., '77, 10576 Buck Hill Lane, Pound Ridge, N.Y.
HOWE, Miss Judith A., '78 (Wheaton College), 1347 Sudbury Rd., Concord, Mass. 01742
HUMPHREY, Peter G., '77, 27 East Court St., Warsaw, N.Y. 14569
IVERSON, Miss Susan M., '78, 135 Doubling Rd., Greenwich, Conn. 06830
JACOBS, Miss Margie L., '78 (Univ. of Hartford), 4 Clearbrook Rd., Danbury, Conn. 06810
KELLER, Ms. Nina G., '78 (Vassar College), 1047 Weaver St., New Rochelle, N.Y. 10804
KITCHEN, John H., III, '77, 1422 Clover St., Rochester, N.Y. 14610
KOCH, Ms. Kathy S., '78, 1111 Park Avenue, New York, N.Y. 10028
KUCHTIAK, Miss Deborah M., '77 (Williams College), 1541 Sheffield Rd., Baltimore, Maryland 21218
LATOUR, Miss Emily L., '79, 55 Elmsmere Rd., Mt. Vernon, N.Y. 10552
MacLEA, Miss Virginia E., '79, 29 Murray Hill Cir., Baltimore, Maryland 21212
MAGRAM, Miss Molly, '78 (Vassar College), 192 Old Mill Rd., Middletown, Conn. 06457
McFADZEN, Brian P., '77, 15

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McKEAN, Ms. Margaret M., '78, 15215 St. James Place, Pittsburgh, Penn.
MISTRETTA, Ms. Margaret A., '78, 112 School St., Manchester, Conn. 06040
MOFFITT, Michael G., '77, R.F.D. #2, Mechanicsburg, Penn. 17055
MONTROSS, Miss Lee C., '78 (Wheaton College), 21 Bisbee Lane, Bedford Hills, N.Y. 10507
NIMICK, Miss Anne S., '78, 452 Glyn Wynne Rd., Haverford, Penn. 19041
O'DONNELL, James T., '78, 339 Hart St., New Britain, Conn. 06052
ORSI, Miss Anita C., '78, 9 Contentment Island Rd., Darien, Conn. 06820
PETERSON, William R., '77, Ames Hollow Rd., Portland, Conn. 06480
RIEMER, Miss Elizabeth L., '78, 397 Nahaton St., Westwood, Mass. 02090
SMITH, Miss Susan J., '78 (Dickinson College), 1476 Brandt Ave., New Cumberland, Penn. 17070
VON STRADE, Miss Frances S., '78 (Vanderbilt Univ.), 189 No. Parkview Ave., Columbus, Ohio 43209
WAUGH, Miss Kathryn J., '78 (Smith College), 323 No. River St., Gullford, Conn. 06437
WITBECK, Miss Amey L., '78, 346 Gay St., Westwood, Mass. 02090
TRINITY STUDENTS ON ACADEMIC LEAVE OF ABSENCE-DOMESTIC FOR FULL YEAR OF CHRISTMAS TERM 1976-1977
ABRAMS, Richard L., '78, 1505 Paper Hill Rd., Philadelphia, Penn. 19118, FALL TERM, Temple Univ., Philadelphia, Penn. 19122
BOUTENEFF, Mary C., '78, 18 Fenimore Rd., Scarsdale, N.Y. 10583, Barnard College, 606 West 120th St., New York, N.Y. 10027
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ENGELHARD, Sally A., '77, Cragwood, Far Hills, N.J. 07931, FALL TERM, Boston Univ., Boston, Mass. 02115
FEID, Stephen B., '78, 1086 Burg St., Granville, Ohio 43023, FALL TERM, Univ. of California/Santa Barbara, Santa Barbara, Calif. 93106
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FORD, David A., '77, 112 Dwight St., Apt. 38, New Haven, Conn. 06511, FALL TERM, Southern Conn. State College, New Haven, Conn. (Use home address as mailing address)

FREDERICK, Susan L., '78, 16 Westwood Rd., Lexington, Mass. 02173, U. of Mass. or St. Olaf College in Minnesota
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SHEARER, Jennifer J., '78, Wyndham Dr., York, Penn. 17403, FALL TERM, Univ. of Wisconsin, 409 Faville, Adams, Madison, Wisconsin 53706
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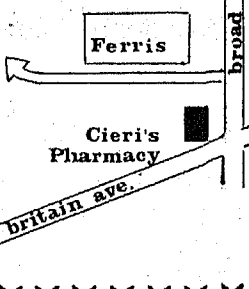
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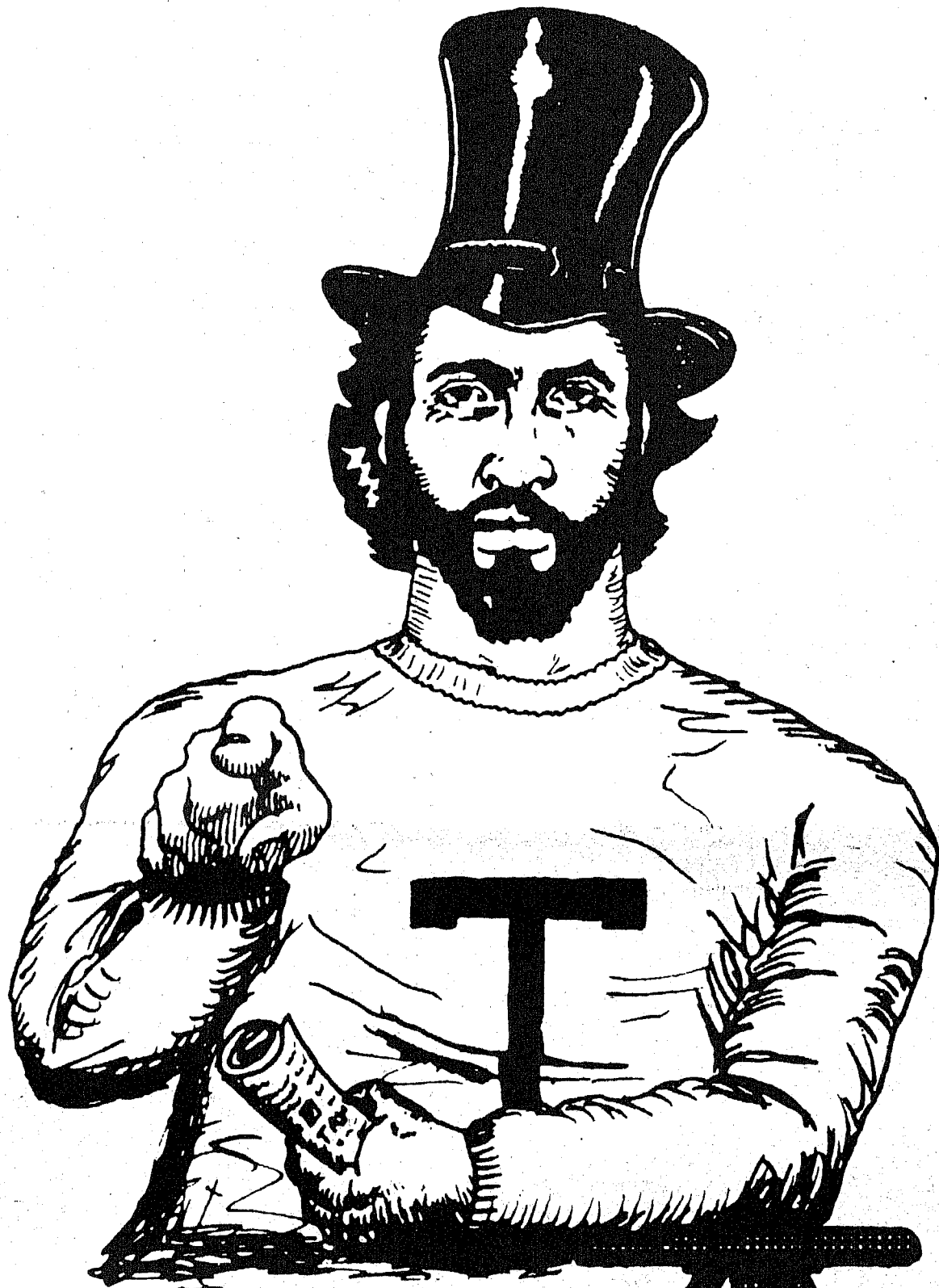
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General TRIPOD meeting tonight, 7:30 p.m. in 34 Seabury Hall

Editorial

All for One...

As Trinity embarks on her 154th academic year, we should pause momentarily to appraise a few important changes which have occurred at this institution in the recent past. As President Lockwood observed in his opening convocation, Trinity is first and foremost an academic community. However, in an age when the "chief task of education is narrow vocational preparation, it is worth saying once again that the goal of liberal education is practical wisdom." Part of this wisdom, as Dr. Lockwood emphasized, is the non-academic yet vital lessons of learning to live and work together in communal harmony.

Trinity College can be considered a community in the sense that approximately 1800 of us all live on or near the campus, share the same facilities and many common goals and interests. However, beyond a certain extent, Trinity traditionally has lacked much as a community, especially in terms of possessing a feeling of genuine togetherness, open communication, and lack of alienation among its members.

Last spring, Bill Puka's Philosophy 232 course called upon the class as a community in order to both generate thoughtful solutions to some of man's living problems as well as to investigate how people relate to their own physical and social space. Trinity's long-neglected need for a greater sense of intellectual and social sharing among its members prompted a group of Puka's students to undertake a provocative study on "Trinity as a Community" in hopes of attaining information which could be useful in improving the atmosphere here. The seeds were sown last May by this student initiative directed toward strengthening the communal spirit here on campus, and with the beginning of this new academic year, positive changes have already blossomed around us.

Upon recommendation by the student group, several dormitory lounges were added or modified in an effort to facilitate increased interaction among the residences as well as provide a feeling of being more "at home" in the dorm. The construction of a Jarvis Lounge and installation of soda and food machines in the Jones commons room are such praiseworthy examples.

The all-campus Rathskeller scheduled to open this November will also provide a much-needed central gathering place for socializing. Traditionally, the College's lack of an effective all-campus center has contributed heavily to social fragmentation among students. Without a common place of interaction, students are forced to find their own individual niches for mingling, such as the fraternities, local bars, or their rooms — all of which are not easily accessible to the entire community.

Other innovations this year include the institution of both a campus Community House and garden. The purpose of this co-operative unit is two-fold: First, to offer alternative living conditions to students who will be responsible for their own cleaning, meal planning and preparation as well as the collective job assignments of daily activities. Second, to encourage its members to work together with a common goal of service to the Trinity community.

At present, this initial support which the Administration has offered to the student effort toward promoting both a stronger spirit of togetherness as well as a feeling of student identity with the College has been applaudable. However, a long road lies ahead. Stronger effort is still needed this year to encourage student interest and participation in the scheduling of campus events as well as the administration and policy making of the College. Only with collective and total student involvement in campus affairs may we have a true academic community created on a strong spirit of cooperation as well as the feeling that we are all working for the good of the whole.

The "New Africa Policy"

by Mac Margolis

Part I

It is significant that at the same time third world nations met in Colombo, Sri Lanka to define strategies for combating hunger, disease, western economic dominance, racism and the last vestiges of colonialism Henry Kissinger announced his plans for a diplomatic tour to Europe and the African continent. The Purpose of Kissinger's extensive tour was ostensibly to use statesmanship and U.S. leverage in shaping a solution to the Southern African "crisis." Underneath these utterances lie deeply entrenched U.S. interests — military and economic — that dispel any illusions about the intent of State Dept. policy.

Now that the republican convention is over, and with it the threat of ultra-conservative defection, President Ford has implemented his new African Policy. Indeed, it is with the tone of discovery that the white house describes its aims and interests. All of a sudden State Dept releases

are filled with the urgency of the African situation; it is as if this situation had not been developing for years, as if the United States has had no part in the violence and repression that have pervaded southern Africa for decades.

While the details of Kissinger's mission remain unclear, the general thrust of this "new" African policy is amply evident. And, there is little new about America's concerns over developments in the African continent. Dating all the way back to the first decolonization struggles — in the Congo and Algeria — the U.S. has been increasingly and often directly involved in all parts of the continent. Amilcar Cabral — leader of the revolutionary movement in Guinea; Bissau — noted cynically that while the U.S. stood rhetorically for independence in Africa American made guns, tanks and planes, filtered through NATO, bolstered the weakening Portuguese hold on its empire.

The current U.S. stance towards

Southern Africa must be examined in the context of this legacy. However much verbiage the White House expends on the imperative of majority rule (these prospects are treated less in the language of morality than inevitability), events in the subcontinent prove the U.S. posture nothing short of hypocritical.

What is at stake for the U.S. is not the maintenance of the Southern African white regimes, but rather an easy transition of power to an African government — less oppressive perhaps, but still amenable — indeed pliant — to American economic and political interests. Kissinger is a modern-day Metternich, using statesmanship to undergird the power of the western world. His pronouncements ring hollow against the overwhelming facts of his mission. He has given John Vorster the dignity of an international leader, affirming him in his crisis and lauding the piecemeal concessions of the white racist government. (Vorster

magnanimously removed the color-bar from South Africa's most expensive restaurants). Cosmetic changes, all of them. For Vorster and Kissinger it means buying time against the inexorable; for the South Africans, it means continual oppression.

Southern Africa is also a hot selling media item. The Soweto riots and the uprisings in the cities make good material for glossy photos in weekly magazines. Along with the pulp there is a good deal of confusion over the situation in Africa. Time magazine, the New York Times, and Newsweek have all carried news articles — not editorials — depicting South Africa and Rhodesia as the only two countries left in Africa with free-presses and a two-party political system. Deaf to the pleas of the Organization of African Unity, the United Nations, and the Southern African blacks, the U.S. has often hailed the proposed plans to make the South African Bantustans independent — a sanction that

would force millions of Africans out of their jobs, out of their homes, and confine them to barren lands with no means of sustenance. The State department and the New York Times were not far apart in their assessment of Southern Africa when Tom Wicker ventured the remarkable understatement that "reports suggest that the violence in South Africa's townships is not a spontaneous occurrence anymore." No, it is not merely our government which has obscured the issues in Southern Africa.

As the press seeks to market its newfound and exotic commodity, the State Department will try to engineer the shape of developments in Southern Africa. But Kissinger's old world diplomacy of personal suasion, promises, and admonitions pales against the sweep of events in recent months.

Ed. note: This is part one in a series of articles concerning the "New Africa Policy" by Mac Margolis.

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Letter

'Grave Injustice'

To the Editor of The Tripod:

This summer I worked as a correctional officer at the infamous Seym's Street Jail in the North End of Hartford. I found the transition from the role of correctional officer to resident assistant in Elton very easy, considering the similar crowded, chaotic conditions encountered in both settings.

As the entire campus is probably aware by now, all the freshperson doubles in Elton have been converted to triple occupancy cells. In my opinion, this action on the part of the Assistant Dean for Colleges is unconstitutional, comprising cruel and unusual punishment for the inmates of Elton Reformatory.

First, let us consider the hygienic implications of overcrowding. While Dean Tilles has increased the population in Elton by 35%, she has not been kind enough to expend the bathroom facilities accordingly. Every morning on the first floor of Elton, we have 35 men competing for two showerheads. Also, should a case of mononucleosis ever arise in Elton woe be to the roommates and hallmates who live in such close

proximity to one another. An epidemic would surely result, incapacitating the entire dorm.

Second, let us consider the psychological implications of overcrowding. Psychologist John Calhoun, in his classic study of an overcrowded rat colony, found that high density decreased resistance to disease, and increased aggressiveness, homosexuality, and even cannibalism. While I doubt the freshpersons in Elton will engage in cannibalism, I am certain that the cramped quarters will precipitate more quarrels and animosities, and make the frosh year for some a living hell, instead of an enjoyable experience.

Third, let us consider the economic implications of overcrowding. Amid Trinity's noble 12 million dollar Campaign for Higher Values, we don't find them building a new dorm, but rather exploiting the students of an estimated 28,000 dollars by jamming the ingenious frosh so tightly together in Elton. It seems to me a grave injustice for a freshperson to pay \$800 per year for a crowded triple, while other students are paying the same amount for a spacious single.

Finally, I don't think that Dean Tilles should have crowded so

many people into Elton without first obtaining the consent of the upperclasspersons involved, who chose Elton last spring in the Room Lottery. It's not fair to the upperclasspersons who thought they were moving into a quiet, roomy B-rated dorm in the fall, only to find that it had turned into an overcrowded madhouse overnight. Students like myself, who will be writing their Senior Thesis this year, will find it difficult to concentrate amid such havoc.

In conclusion, I think that the problem of an oversized freshperson class could have been better solved by dispersing the additional students evenly throughout Trinity's 18 dorms, rather than concentrating them in one Inferno. Or, more befitting, the responsible people in the Admissions Office should take the excess freshpersons into their own private homes, and see what it's like to wait in line for the johns.

Richard M. Dubiel '77
R.A. Elton 109

(Ed. Note: The Admissions Office does not determine the size of any class. The Office received instructions early in the year to admit enough students to enroll a class of 520-525 freshpersons.)

Commentary

More Red Tape

by Marc Blumenthal

It is indeed unfortunate that the Office of Financial Aid and Trinity College have found it necessary to create a new bureaucracy of red tape. The new procedures involving student employment on campus supposedly exist to enable the Financial Aid Office to keep a close watch on student employment. In practical terms, though, these procedures serve as voluminous stumbling block of rules and regulations affecting those on campus who want to work.

The new guidelines are unfair for a number of reasons. Apparently, upperclassmen with seniority in certain areas will be preempted by freshmen and others who happen to be on financial aid. The entire new system rubs against the grain as it seems to limit those people

who sincerely want to work. It is abundantly clear to people in large hiring positions on this campus that there are always jobs of one type or another open. (Signs could be seen in Mather last week declaring: "student workers needed—need not be on financial aid.")

The ladies and gentlemen who create the Parents' Confidential Statement (PCS) and those who administer it may not actively be out to get the middle class, but the PCS does, in effect, make it more difficult for some families to send their children to college. Some middle class families do not qualify for aid in PCS terminology. This does not mean that it is easy for a middle class working family to shell out \$12,000 a year for two

students at college. Supplemental campus employment comes into play here. For some, an on-campus job may make the difference between books, food and a few extras, or going without.

The Financial Aid Office would be well-advised to start checking up on student ownership of cars on this campus. Some financial aid students own cars, while other "non-need" people make do without them. Is this fair?

The longer this system remains in effect, the more varied methods will be discovered to circumvent it. Trinity will end up with another loophole-rich and totally inequitable bureaucracy-in-triplicate.

A Trinity Stranger

by Rick Hornung

The afternoon sun cast an eerie glow over the steeple—a burnt orange against a fading blue. He walked alone, suitcases in each hand. Signs, gold lettering on metallic black, informed him of his exact location. "Jarvis". I must be at the end.

He saw others arriving. Their parents had come with a station wagon loaded with possessions. All along the grass, people lifted and carried boxes. He thought that they were returning students. They seemed at home amidst the long buildings.

Having passed a sign stating Jarvis B, he moved closer to the wall. In high school, teachers spoke about gothic architecture and its revival in America, but he never paid attention. The churches were built that way and he had no purpose for knowing about such things. His decision to take Art classes came from his desire to help with the painting of a neighborhood mural. He thought that something similar might happen at College.

Stopping at the entrance to Jarvis A, he set his suitcases down. Location wasn't too bad; people had to pass his room to get to the student center. From the end of the buildings, he could see how long they stretched. It was at least two blocks. He reached in his coat pocket and took out the wrinkled envelopes. Memorizing the room number and combination, he stood still amidst all the activity. Before moving again, he repeated the numbers to himself and checked his accuracy with the sheets of paper.

As he looked up, a car approached through the arch. Another family escorted their child. He told his parents that he would call as soon as possible. They were worried about the flight. He was the first person in the family to fly. He remembered his brother kidding about the plane being hijacked. The thought made him smile.

After the car passed, he grabbed his belongings and entered. The stairway creaked. Pushing through the first floor hall door, he spotted a number on a door. It did not help him. He went back out to the landing, wondering whether he should climb another flight.

From behind, a voice called to him. He turned slowly, not knowing what to expect. The face smiled and offered help. "What's your room number?" The face, tanned but unshaven, came up to his back. He turned around and saw the whole body. They shook hands and exchanged names. The R.A. led the freshman to his room.

The roommate had not arrived. He put his suitcases on the bed closest to the window. The R.A. left, saying that he had others to attend to. Upon the departure, the freshman closed the door. For a few seconds, he would have his own room.

He went to the window and opened it. The big steeple was directly in front of him. Churches at home were never that clean; someone always painted the sides.

Scanning the grassy lawn, his eyes noticed the fence in the distance. After unpacking, he should walk down there and see part of the city.

Beneath him, several people unloaded a car. He listened to their conversation. They brought a freshman. The R.A. approached, offering a hand with the boxes. The whole station wagon was full. He saw a chair, a lamp, a stereo, and even a television. The R.A. said the room was on the third floor.

He turned away and went to the bed. Opening his suitcase, he took out his underwear and placed them in the dresser. His shirts went inside the closet on hangers. The sweaters were put in the second drawer. He took out the shoes and arranged them by pairs on the closet floor. From a compartment in the side, he found his shaving kit and set it on the mattress.

In the other suitcase, he found his socks and threw them in the drawer as if playing basketball. Then, he took out his pants and hung them beside his shirts. His new jacket lay at the bottom. He spent part of his summer savings on it. He went downtown and bought it in a specialty shop. His palm ran along the fur-like collar. People told him to buy something warm. His fingers brushed against the suede. A friend of his showed him the shop. The next day, he went to the bank and withdrew the money. While hanging it up, he thought about winter and his first chance to wear it.

He pushed his clothes to one side, leaving plenty of room for his roommate. There was nothing for him to do until mealtime. He checked his watch—another half hour. He went to the door and tried the lock and combination. His memory was perfect. He closed the door and locked it. Working the buttons like they were on a telephone, he opened and shut it.

He walked out of the building, looking for another black person. Only after dinner, he found out that there were 18 black freshman in a class of 521.



The Good Old Days at Trinity

by Arthur Robinson

This is a digest of the History of the College printed in the Catalogue (pp. 5-8). Most digests comprise the important facts, but this digest comprises the unimportant ones, as they are invariably more interesting.

Trinity College was founded in May, 1823, but classes did not start until September, 1824, so students had a great time the first year. The college opened in the rented basement of a Hartford church. Trinity historians have been unable to ascertain how room was found there for the swimming pool, Building & Grounds Office, and football field. There were only nine students in this first year, including one sophomore, one senior, and no juniors. The senior spent the whole year preparing his speech as Valedictorian, but was unable to use it; the graduation ceremonies could not open without a Salutatorian. The next year, Commencement was again rather short. Worst of all, there were six faculty members (including a Professor of Belles Lettres, a department that has not survived, and one who taught Political Economy, also now obsolete), or one for every one-and-a-half students, so a student could not cut classes unnoticed (nor could half a student).

The college soon moved to another site. Here, the student had to rise at 6 a.m. (the time most modern students go to bed) for prayers, which for him took the place of pulling an all-nighter.

Regulations in those days forbade students to drink "intoxicating beverages" (but did not forbid smoking pot) or to "engage in any sort of merrymaking without Faculty permission." Students wishing to make merry had to submit a detailed proposal, which was voted on at the next faculty meeting.

Once students barricaded themselves inside the college. Rather than order a siege, the president, Bishop Brownell, knocked down the front door with a fence post (which B&G probably raised hell about). It is too bad that the statue of Bishop Brownell on the Quad does not depict him in this act.

In 1872, after selling the campus to the City of Hartford for the site of the State Capitol (which would have been impractical 48 years earlier), Trinity moved to its current location. This area had been called Gallows Hill, but now its name was altered slightly to "College Hill."

The entire sophomore class was suspended for six weeks in 1899 "for the brutal hazing of freshmen." Whether this discouraged or encouraged such behavior is not recorded. However, enrollments declined—few young men were willing to enter Trinity as freshmen, although many wanted to enroll as sophomores—and in 1904 only six students graduated. While this was six times as many as had graduated in the college's first year, it was clearly not ideal, except for the graduates, who all informed prospective employers they had finished in the top ten of their class.

Will Trinity survive this state of things? Will it retain its reputation as an institution committed to liberal arts? Will students be allowed to drink intoxicating beverages? For the thrilling answers to these questions, read the Catalogue yourself!

Gay? Questioning?

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Trinity Chapel

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Announcements

Crafts Skills

Do you have skills in ceramics, macrame, leather working, metal enameling, wood working or other crafts which you would like to share with a group of Hartford youngsters? Or are you interested in dance and movement, puppets and storytelling or music which you would like to teach to a group of children?

The Central Baptist Church, located on Main Street in Hartford, conducts a Living Room program on Tuesday and Thursday afternoons from 2:45 to 4:45 and on Tuesday evenings from 7 to 8:45 for persons of all ages — but the 7 to 15 age predominates. This program could use your talents.

If you would like to volunteer some of your skills in this program please contact Charlotte Kennedy at 522-9275.

Hillel Open House

Hillel will hold an opening reception on Thursday, September 9th, in Hamlin Hall at 7:30 p.m. All are welcome.

Course Changes

CHANGE: English 395: Shaw and Strindberg — Mr. Potter MWF 11:30 — changed to a one-half course ending during the week of October 18th.

ADD: English 181: The Films of Bergman — A study of the range and nature of Bergman's films; viewing of the major films and reading of the available screenplays. One-half course credit. Permission of the instructor, Mr. Potter — MWF 11:30 (course begins during the week of October 18th.)

Study Abroad

Seniors interested in graduate study or research abroad during the 1977-78 academic year are reminded that the competition for Fulbright scholarships, and other awards administered by the Institute of International Education, is underway. October 1st is the deadline for submission of application materials for the Trinity phase of the competition.

Students planning to apply should contact the Campus

Fulbright Advisor, Brooke Gregory, Room 206 McCook, at the earliest opportunity.

Jogging

There will be a meeting of women interested in a program of informal running and jogging, in the Tansill Sports Room, Ferris Athletic Center, on Wednesday, September 8, at 7:00 PM. If you are interested, but cannot attend, please contact Betsy Green, P. O. Box 1725.

Touch Football

A meeting of all groups and individuals interested in forming teams for intramural competition will be held on Tuesday, September 7th in the conference room of the Ferris Athletic Center at 7:30 PM.

Please be prompt and be prepared to submit team rosters for touch football.

Cross-Country

The cross-country team meets for practice every afternoon at 3:45 by the cannons on the quad. Anyone interested in running should meet at the cannons or contact Danny Howe, Box 758.

Announcements

The announcements are printed in the TRIPOD for the benefit of the Trinity community. If you should have a special lecture, event, or class that you wish to announce please submit the announcement on an 8 1/2 X 11 inch paper typed or neatly printed to the TRIPOD office (Seabury 34) by 3 p.m. on the Saturday prior to the Tuesday issue in which it is to appear. The TRIPOD cannot be responsible for any announcements which do not follow the above guidelines. We would also appreciate it if the number of words in the announcement were marked on the announcement.

WANTED:

If you have experience in sports reporting or sports photographing or if you have no experience but are interested, come to the meeting tonight at 7:30 p.m. in the TRIPOD office, Seabury 24. If you cannot attend, send a note to the TRIPOD Sports Editor c/o the TRIPOD, Box 1310 indicating your experience and specific interest.

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1972 Plymouth Satellite Custom. Good condition. Call 229-3108 Bill.

Altec Speakers. 3-way with equalizer. Write box 1256 Trinity C.

Help Wanted

Babysitter needed 9:30 - 11 a.m. two days a week. Call Mrs. Fader 527-2760.

On the Wanted List

Loft of double bed size. Call Paul 246-4155.

Skis - want to buy 1 pr. of Dynamic VR 17 195-200 cm. contact box 184 or call 246-4787.

Double Mattress, needed! Call Rich 525-7803.

Roommates

Want to share an apt. with another woman. Willing to move in Oct. 1. Call Kerry 247-8221 before 10:30 a.m.

Need roommate to share suburban, countrystyle house. 4.5 miles from campus. Own bedroom. Call Brian 529-3722.

NEED PLACE TO LIVE! Must have own room. Call Rich 242-0749.

Roommate needed to share 2 bedroom apt. on Crown St. \$150 monthly. Call Bob 242-8039 between 8 a.m. - 1 p.m.

DEADLINES: Classifieds must be submitted by Saturday noon for publication the following Tuesday. **RATES** Students only 15¢ for the first line, 10¢ each additional line. **NO MAXIMUM.** Business accounts 10¢ a word, \$1.50 Minimum. **PAYMENT MUST BE ENCLOSED WITH AD.**

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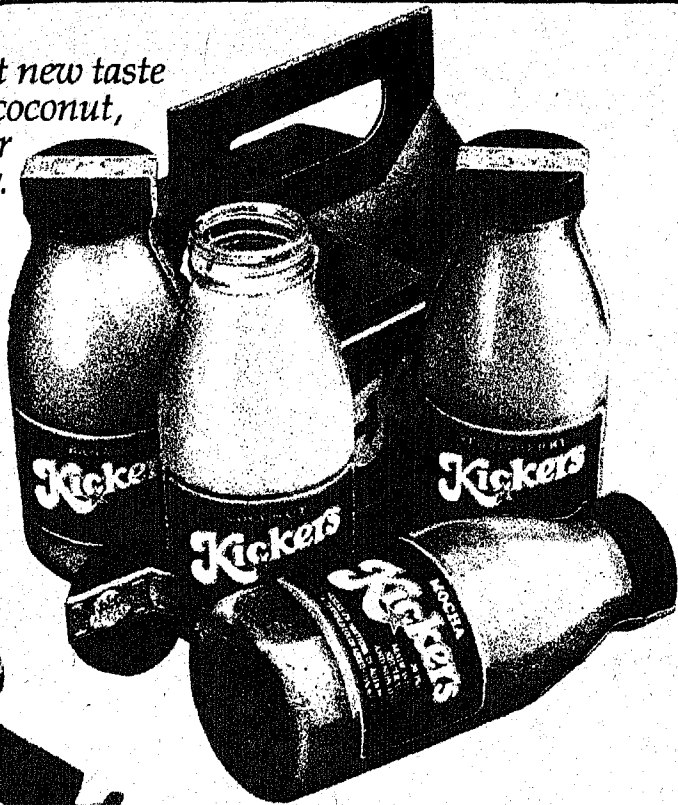
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News Notes

New Student Poll

A poll was conducted among incoming freshman and transfer students at registration, September 1 in the Ferris Athletic Center, regarding political preference.

Question: Do you consider yourself to be Republican, Democrat, Independent or other?

Answer: 94 Republican, 133 Democrat, 166 Independent, 18 "Other"

Question: Who do you support for president: Ford, Carter, Undecided or "Other"?

Answer: 116 Ford, 99 Carter, 177 Undecided, 20 "Other"

Ford supporters: 64
Republicans, 9 Democrats, 39
Independents, 4 "Others".

Carter supporters: 5
Republicans, 66 Democrats, 27
Independents, 1 "Others".

Undecided: 23 Republicans, 51 Democrats, 92 Independents, 11 "Others"

"Other": 3 Republicans, 7 Democrats, 8 Independents, 2 "Others"

Studio Arts Faculty Exhibit

Works by the studio arts faculty at Trinity College will be shown in the first exhibition of the academic year in the Austin Arts Center. It opens September 1 and runs through September 22, from 1 to 5 p.m., and is free and open to the public.

Featured will be the work of George E. Chaplin, director of the studio arts program, Robert A.

Cale, visiting artist, and Stephen Wood, artist in residence.

Chaplin, who paints in oil on canvas, says that his paintings are "about color." He received his B.F.A. and M.F.A. from Yale University and has taught there and at several schools. His works have been shown in New York City, Los Angeles, Worcester and other cities.

A printmaker, Cale received his

B.F.A. from the Rhode Island School of Design. He is the director of the Stonington Workshop and has worked in New York City and Paris. Cale has had exhibitions in France, Israel, New York City, Washington, D.C., Denver, and Connecticut.

"Metaphysical sensuality, about the nature of perceptions and altering them" is the key to Stephen Wood's multi-faceted

sculptures, according to the artist. He will show five environmental pieces, made of fiberglass, wax, bones, sand, glass, metal and other materials. Wood received his B.F.A. and M.F.A. from the Hartford Art School and has taught there and at the Wadsworth Atheneum. His works have been seen in Fort Lauderdale, Bennington (Vt.), Albany, Baltimore, and Connecticut.

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Sports

Heavyweight Crew Gains International Fame at Henley

by Nancy Nies

HENLEY - that six-letter word that spells the best in world rowing - is an oarsman's dream. And for Trinity College of Hartford, Connecticut, it was a dream come true.

On July 4, 1976, the Trinity varsity heavyweight crew celebrated the Bicentennial with a thrilling 1 1/3 length victory over Queen's University, Belfast, to capture the prestigious Ladies Challenge Plate at the Henley Royal Regatta in England.

The Henley win is the first in Trinity's crew history, having competed at this international event in three previous years only to be knocked out twice in the finals in 1969 and 1971. The Bantams are also only the second American crew to ever win the much-sought title.

"That was a good one," said Coach Norm Graf cracking a smile. "I'm numb. It will take a few days before I realize what has happened," he said immediately following the race.

Coaches Norm Graf and Curtis Jordan and the four tough Trinity crews set off on June 20 for the picturesque town of Henley-on-Thames, the home of the world famous 137-year-old regatta. They joined 214 crews from nine countries vying for 12 silver cups.

In addition to gaining the Ladies Plate, the Bantam heavies made Henley history by setting a new course record of 6:24 for that event when they beat the strong University College and Hospital of London in the second round. Trinity's performance was impressive indeed, for they shaved six seconds off the old record set the previous year by the University of London crew, holders of the Ladies Plate title.

The Trinity lightweight crew scored the first Bantam victory of the regatta by soundly defeating the Ibis Rowing Club of Chiswick, England, by four lengths in the opening rounds on Thursday. However, due to an unlucky draw, the Bantam lights found themselves up against the Eastern Lightweight Sprint Champions from the University of Pennsylvania on Friday. They fought impressively against the Penn crew but succumbed at last to lose by 2 1/3 lengths in the Thames Challenge Cup.

"We rowed a good race against an excellent crew," said coxswain William Matthews. "We came back on them several times, but they pulled steadily away."

A third Trinity first-round victory was scored by Michael Mackey and Edward Pardoe who came from behind to win easily by four lengths over their Scottish opponents from Edinburgh University. However, the Bantam coxless pair lost in the second round on Friday when they faced the top-seeded Australian Olympic pair who went on to win the event two days later. "We are proud of their performance," said Coach Norm Graf of the highly competitive Silver Goblets race. "For such an inexperienced crew, they did well to enter the second round."

On Thursday, the Bantams' only disappointment came when the coxless four, stroked by freshman Tony Lothrop, fell in the Visitor's Challenge Cup to the favored Balliol College, Oxford, in the opening round. Coach Curtis Jordan commented that the four had "come together as a boat very well, but the luck of the draw pitted them against one of the top crews right off the bat."

Despite the eventual fall of three of the Bantam crews, the Trinity oarsmen were winners. During their stay in England, they had gained the admiration and respect of both English and Americans alike. So, as the varsity heavyweight eight went up to accept their gold medals from Princess Alexandra, the crowd clapped and cheered, cameras clicked, and parents looked on proudly. Months of preparation, weeks of expectation, and hours and hours and hours of practice were over. The Bantams had shot for the stars - and they had hit them.

Nancy S. Nies '77 was an official press representative for Trinity College at the 1976 Henley Royal Regatta in Henley, England.

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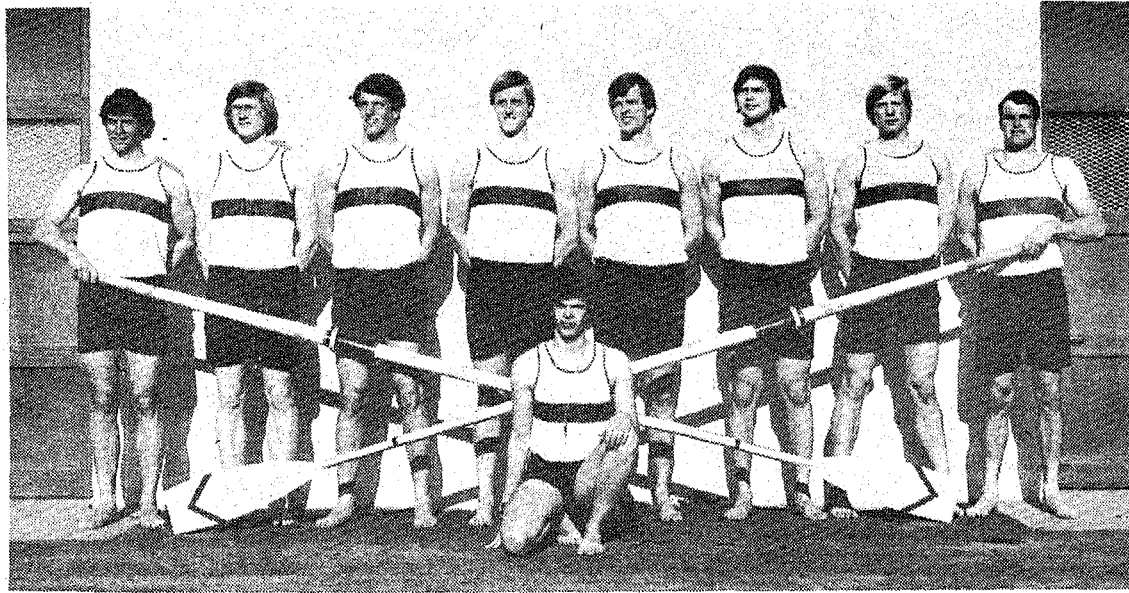
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The Trinity Varsity Heavyweight crew demonstrates the grueling determination and consistent coordination which won them the coveted Ladies Challenge Plate at the 1976 Henley Royal Regatta in England. The members of the 1976 championship boat are (from bow to stern), Jim Plagenhoef '77, Paul Wendler '77, Peter Van Loon '78, Harry Graves '78, Clark Pateson '77, Co-capt. Jim Chapin '77, Steve Berghausen '78, Co-capt. Charlie Poole '77, and coxswain David Greenspan '77.

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