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## Downbeats, Dancer Spark Chest Finale

The Entertainment Committee of the Campus Chest will sponsor the finale of its ten-day drive tomorrow night in the Chemistry Auditorium at 8 p.m.

Bob Woodward and Bill Fisher, the co-chairmen of the Finale, have announced an entertainment program high-lighted by the "Downbeats," an acrobatic-interpretive dancer, Louise Renaldi, and Miss Gloria Bell, a singer. Also appearing are Court Ferguson's Trio and two unannounced acts.

## Frosh To Elect Tim Lenicheck Or Pete Sherin

On Monday, December 7, the preliminary election for officers of the class of '63 were held, and a 76% turnout placed Timothy Lenicheck and Peter Sherin in the presidential finals.

Lenicheck, who has an 83 average, said, "I wish to thank the class for the confidence they have shown in me so far. With their backing, I will do my utmost toward helping to achieve a feeling of greater class unity." Lenicheck is a member of the band, a Campus Chest solicitor, and president of the F. E. C. He is also on the freshman basketball squad.

His opponent, Peter Sherin, stated, "I feel very honored for having been given the opportunity of running for the class presidency. Being very interested in school government, I sincerely feel I can justify the faith that has placed me in the final election." Sherin, with a 76 average, played freshman soccer and is a Campus Chest worker.

The candidates for vice-president are Daniel Moore, a member of the Wrestling Club and a Campus Chest worker, and Robert Bordogna, a frosh soccer player now working for the Jesters.

The candidates for Secretary-Treasurer are Eli Karson, the class of '63 representative in the "Ugly Man" contest, and David Shields, an acolyte and a Campus Chest worker. All the candidates have better than 70 averages.

## Joint Meeting Friday Of Psychology Club

The Psychology Club of Trinity and the Psychology Club of the University of Hartford will jointly sponsor a meeting Friday, Dec. 11, at 4 p.m. in the library conference room. The clubs will be host to the Connecticut Valley Association of Psychologists. Dr. Arthur Jersild of Columbia University will speak to the clubs in the afternoon and will be the principal speaker at 7:00. The topic of his talk will be "Selfhood and Human Growth". A social hour for all those concerned or interested will take place from 5:00 to 6:00.

### CHAPEL, DECEMBER 13

8:30 a.m.—Holy Communion  
11:00 a.m.—Litany and Ante-Communion  
Advent Sermon by the Chaplain, "Facing God—As Incarnate Love," Dedication of '56 Kneeler End  
5:00 p.m.—Service of Lessons and Carols. Participants: Dr. Jacobs, Prof. Dando, Charles Kingston, '34, Leo Mallek, Chaplain Thomas and the Cantores Sancti.

Three all-time Bantam grid-iron greats, Charles T. Kingston Jr., '34, Charles Sticka, '56 and Roger LeClerc, '60, will be present to bring the Finale to a climax.

Hartford's 1959 Miss Junior Chamber of Commerce will draw the \$25.00 Allen Collins gift certificate. The Ugly Man will be crowned and the faculty wives will sponsor a cake sale.

Emcees for the event are Bruce Rockwell and Bob Woodward. To bring the affair to a close, a smoker, complete with beer, will be held in Hamlin Hall.

## Sacred Singers Aid December 13 Service

A Christmas service with music and narration will be presented in the Trinity College chapel Sunday, December 13 at 5 p.m. by the Cantores Sancti, a group of "Sacred Singers."

The Cantores Sancti, under the direction of Professor Clarence E. Waters, chairman of the Trinity music department, combines 12 men from the Trinity Choir and 18 boys from St. John's Church, West Hartford.

The program is adapted from a lessons and carols service which originated in Europe in the 14th century and has been carried on in Cambridge, England, for the last half century. It will consist of Scripture Lessons telling the Christmas story with each lesson followed by a group of carols.

Narrators will be from the college and from the Trinity alumni who are gathering to celebrate an annual alumni vesper service. The public is also invited.

Reading the lessons will be Dr. Albert C. Jacobs, Trinity president; The Rev. J. Moulton Thomas, Trinity chaplain; Associate Professor John A. Dando of the Trinity English department; and Charles T. Kingston Jr. of West Hartford, class of 1934 and president of the National Trinity Alumni Association.

## Discussion of DKE Trial Expenses Top Recent IFC Meeting

The primary item of business of the Interfraternity Council meeting Monday night was a discussion of a motion previously made that fraternities assume the DKE's trial expenses incurred after their Homecoming Weekend incident with the Hartford police.

The motion for a fifty-cent assessment of all fraternity men was defeated by the several houses after separate house votes, and at the present time there is a motion on the floor to pay at least half the expense by a twenty-five-cent assessment.

Also discussed at the meeting were possible consequences of this incident. Sunday parties may have to be discontinued and combined house parties may be forbidden.

As an extra precaution, the IFC will hire two policemen to patrol Vernon St. on party weekends.



Representative, Author, Diplomat  
Hartford Courant Photo

## Bowles' Topic: Foreign Policy

The Hon. Chester Bowles will address the college on "American Foreign Policy" Monday December 14, at 8:15 p.m. Formerly Governor of Connecticut and Ambassador to India and Nepal, Bowles is presently U.S. Representative from Connecticut.

In addition to his work for various organizations and committees, Rep. Bowles has travelled extensively and lectured on foreign affairs. He is the author of many books on this country's position in the world, two of these compiled from lectures given at Harvard and University of California in 1956.

His latest book, *The Coming Political Breakthrough*, was published earlier this year. In it he suggests that next year's elections may be the most decisive of this century. He states that our current political attitudes and slogans are irrelevant to the unprecedented new pressures and problems growing up both at home and abroad.

He holds that new questions, especially concerning our approach to international affairs, will come to a head in the campaign of 1960. The party best able to face them may dominate the political scene for some time.

## Tuition Raised Again; '60-'61 To Cost \$1,200

President Albert C. Jacobs announced today that the tuition for undergraduates will be raised to \$1,200 beginning September, 1960.

The increase of \$75 a semester was voted by the Trustees in a recent meeting only after "long and careful consideration," Dr. Jacobs stated.

"The present tuition fees," he added, "cover but one-half of what it costs the college to educate a student. The trustees emphasized that the increase is imperative if the college is to continue to offer an academic program of quality and excellence. Trinity must be in a position to attract and to retain as members of our faculty outstanding teachers and scholars."

In addition to the tuition increase, the general fee was raised \$25 to \$125, which will be used to help defray the operating costs of the new student center. The general fee also finances the operation of student organizations and publications, student accident and sickness insurance, vocational tests, laboratory fees, and admission to athletic events.

President Jacobs announced the tuition and general fee increase in a letter to undergraduates and parents.

## Daily Chapel Hours To Be Revised Soon

The following changes have been made for the weekday chapel services after vacation. From January 4 to 16, daily services will now be held at 9 a.m. It has been found that the fewest number of classes have been scheduled for this hour. The services will be led by the Senior Lay Readers.

During the examination period, January 18 to 29, daily services will be held at 8:30 and will consist of hymn singing. These new hours have been established in an attempt to find the most suitable time for students and faculty.

### 'UGLY MAN' CONTEST

The voting for the 'Ugly Man' contest will be held from 9 a.m. to 4 p.m. in Seabury Lounge on Thursday.

## 1960 Fall Captains Named



Soccer Choice Guild

Tom Reese and Alex Guild were announced captains of next year's football and soccer teams, respectively, at the Fall Sports Banquet Monday night in Hamlin Hall. The Bantams had probably their finest fall season in the history of the school.

Football Captain Roger LeClerc said a few words about the outstanding season just completed. The squad's record was 6-1-1. LeClerc, recipient of the Maxwell Award, Little All-America, All-East, and All New England honors, commented on the



Football's Reese

Tufts and Denison games in particular. LeClerc was also awarded the overall season blocking award by the President of the Hartford Alumni Association.

Three year veterans of the football squad were awarded gold charms. The recipients were Bill de Coligny, Bob Johnson, Roger LeClerc, Bill McDermott, and Tom Wyckoff. Winners of gold charms in soccer were Dave Arle, John Bassett, Throop Bergh, Croft Jennings, Tony Pratt, Curt Scribner, and Jules Worthington.

## Murray Gives Outstanding Greek Lecture

By ROY PRICE

Princeton's Robert D. Murray, Jr. gave this year's Moore Greek Lecture in the Chemistry Auditorium last Thursday. His address on Aeschylus came up to the high standards that are traditional with this lecture.

Through the Poetics of Aristotle, Sophocles has become our standard of excellence in Greek drama. Dr. Murray feels that although the plays of Aeschylus are more lyrical than those of Sophocles, they are equally as dramatic. Their eloquence does not detract from the point but is integral in the dramatic purpose. Dr. Murray regards Aeschylean poetry not as an embellishment, but "the cement of plot and character".

To illustrate this, he narrowed his subject to a device he calls "tragic metaphor," a relative of tragic irony. In the traditional metaphor the poet joins two seemingly dissimilar objects to show a similarity; in the tragic metaphor we can see an implicit irony by reading Aeschylean speeches metaphorically.

As an example, Dr. Murray pointed to the opening of *The Suppliants*, where the women carry "wool wreathed branches in hand". These are symbols of peace, but later in the play they will brandish daggers and murder their captors. The branches are long and pointed like the daggers, and therefore bring the weapons to mind. Knowing the plot, the audience will sense the sinister tone that this metaphor gives to the scene.

(Continued on page 4)

Arle, Bergh, Baird Morgan, and Olympic Trials Veteran Alex Guild were named to the New England soccer team. The most improved player award in soccer went to Donald Mills, while Captain John Bassett won the most valuable player prize.

Bassett summed up the soccer season as a very fine one, although it was a disappointment not to have been selected for the national tournament.

The evening's principal speaker was Professor James Notopoulos, classical language department head and a member of the Athletic Advisory Board. Professor Notopoulos paid tribute to the athletic department, which he estimated to be the best in New England. He praised Ray Oosting, Director of the Physical Education Department, Jessee, and the school physician, Dr. Francis Lundborg.

The principal theme of the talk was the philosophy of education and the place reserved for athletics in it. He quoted Plato's *Republic* saying, "The problem of education is to harmonize athletics and culture to produce a good character."

# "Aisle Say"

By BILL KIRTZ

## "The Gang's All Here" And "All The King's Men" Discussed As Epic Theatre

"Man is his own end. The conquerors are merely those among men who are conscious enough of their strength to be . . . fully aware of their grandeur."

Albert Camus—*Myth Of Sisyphus*

Differing attempts to refute the above philosophy provide the theme of *The Gang's All Here* and *All The King's Men* — the two most recent incarnations of epic theatre currently visible.

"Athens needed somebody like Pericles for the Golden Age," a political boss reminds uncertain Presidential candidate Griffith Hastings in *The Gang's All Here*. The exact degree (much-disputed) of Hastings' resemblance to the late President Harding does not here concern us. What is important is the main pre-occupation of authors Lawrence and Lee — that of presenting the duty of those with power (the modern conquerors) as one of rising above normal standards.

Since the tragic flaw seems a valid way in which to interpret a character's failure, we may assign loyalty as Hastings' major weakness. Loyalty, growing into blind trust, eventually confronts Hastings with the nightmarish sight of a government entirely out of his control. The maudlin spectacle which the bewildered Hastings presents has been justly ridiculed by many critics, but the play's value as epic theatre is not therefore essentially impaired. In its concern for the universal rather than the individual, *The Gang's All Here* has tackled an epic theme, and has presented it with both vigor and feeling.

Although the classic concepts of epic theatre lie indeed in universal values, empathy can be, as in the present case, used as a stepping-stone to a closer understanding of the problems of all in powerful positions. Hastings, a weekly newspaper editor vaulted into the Presidency, deserves our sympathy. Played to perfection by Melvyn Douglas, the rather unassuming conqueror is more to be pitied than scorned.

Despite the pathos (expressed vividly by frequent eye daubings on the part of a spectator on my left—evidently a Republican voter in 1920) generated by an expert actor in an emotion-evoking role, the audience has no reason to lose sight of the fact that Hastings is a poor excuse (better: no excuse) for a President. Hastings himself says it when he publicly repudiates his deceiving cronies: "I pray to God they'll never be another me!"

We have in *The Gang's All Here* a rare contemporary attempt to discuss universals. Today, when cries to "enlarge" the theatre are heard from every quarter, it is refreshing to find a play that obeys Arthur Miller's edict to "get behind personal complexes."

Produced twice off-Broadway before its successful prose and screen adaptations, *All The King's Men* is another treatment of the individual's duty to society. Robert Penn Warren poses the eternal question of whether the end justifies the means, basing his efforts on the historical reign of Huey Long (here Willie Stark).

Less successful than *The Gang's All Here* in evoking epic thought, *All The King's Men* suffers from the unpardonable sin of an ending more suitable to Dickens' *Little Nell*. Critical as a viewer of *The Gang's All Here* may be, he cannot deny the epic ending of that presentation, in which Hastings desperately asserts his failure. In *All The King's Men*, a penetrating study of inherent evil resulting in material good is disrupted with the mawkish blubbing: "It might have been different."

Sympathy with a character, as has been illustrated, does not imply that the audience needs to become blind to his nefarious motives. This is, however, the case in *All The King's Men*. The chilling picture of Willie Stark building a charity hospital on the foundations of ruined lives imposes (for nearly three acts) upon the audience the duty to judge this character's worth as a member of society. Willie Stark, a sharecropper turned Messiah portrayed in all his Psalm-spitting, suspender-tugging glory by Clifton James, confuses a hitherto well-controlled audience by incongruously recanting at play's end.

Due to this weakness, it is understandable that *All The King's Men* is not considered by many to be an epic. I differ. The Willie Stark who preaches that everybody who wants to get to heaven is a'going there—with "14 carat bed-pans" in the sky not by and by but now — has universal scope, despite his regrettable Chipsonian reminiscences.

(Continued in column 4)

# GOP Hierarchy Favors Conservatives

By JOHN HENRY

When the Republican party was reeling from the stunning blow delivered by the Democrats a year ago, it wisely decided to take stock of its public image. The outgrowth of this self-examination has been a clarification of the party's aims (e.g. the G.O.P. Committee on Program and Progress) and reorganization at the grass-roots level. One unhealthy trend has not been checked, however — the tendency of the party hierarchy to favor deep-dyed conservatives.

The G.O.P. has yet to realize that the "right-winger" is out of step with the prevailing mood of moderation. The facts of political life could not have been more clearly illustrated than in November, 1958. While the stalwarts of the Old Guard, such as Senators Knowland, Bricker, and Revercomb, went under in the Democratic landslide, so-called "liberal" Republicans (Nelson Rockefeller, Mark Hatfield, and Senators Kenneth Keating and Hugh Scott) ran up comfortable majorities against their opponents. But, to look at the G.O.P. leadership in Congress for instance, one would never think that November '58 had occurred.

Last January, the conservatives walked away with the top three posts in the Republican Senate organization. Tapped for Senate G.O.P. campaign

chairman was Arizona's Barry Goldwater, who has charged that the Eisenhower administration is lured "by the siren song of Socialism." The head of the Republican policy committee is Senator Styles Bridges. The New Hampshire lawmaker has consistently attacked administration policies on federal aid to education, reciprocal trade, national defense, and foreign aid. The most moderate of the three is Senate minority leader Everett McKinley Dirksen, former isolationist and Taft supporter.

The story is much the same in the House. There, Pennsylvania Congressman Richard Simpson, Republican campaign chairman, has long spoken for high tariffs, and has consequently earned the disfavor of the President. The Old Guard feels that the party must shift to the right if the voter is to distinguish it from the New Deal.

An example that the G.O.P. might follow is that of the Conservative Party in England. Much as the "back-bench" Tories dislike the new order ushered in by the Socialists in 1945, they have not discarded any of its basic features. The Conservatives realize the futility of turning the clock back to the days of American-style free enterprise, however desirable that may be. The Tories, who

(Continued on page 4)

# Trinity Tripod

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## UNDERSTANDING EDUCATION

An institution founded primarily for the furtherance of higher education such as Trinity, must constantly re-evaluate the education she offers.

The *Tripod*, therefore, has asked several faculty members to present certain aspects of education in this week's supplement. The topics covered make no pretense of being complete, nor of covering but a segment of the educational problem. They were selected from Edward Eddy's recent book, *The College Influence on Student Character*, which offers a clear picture of contemporary education, and of today's college generation.

On the eve of a new curriculum proposal by the faculty committee, it is only proper that we re-examine the problems of education. Only if we are well versed on today's educational problems, can we give the forthcoming proposal the careful scrutiny it deserves.

It is the hope of the *Tripod* that the Supplement on Education will help equip students with a concrete understanding of the principles which determine the process of their education.

## LETTERS TO THE EDITOR

To the Editor:

I read the editorial "Wanted: Faculty Opinion On Student Problems" in the November 18 issue, and I could not help commenting on it.

Your editorial position is a unique one. Generally the cry of the student regarding faculty influence on student affairs is an angry, "Get Out!" Rare, indeed, is the editor or student leader who does not fear domination of his precious sphere of influence by faculty or administrative censure.

For the student to ask for help in problems which can best be decided jointly by faculty and students reflects a healthy attitude. The fear of paternalism on the part of the Trinity faculty seems not to have played a part in the editorialist's thinking. The lack of this fear reveals that there is a mutual respect for both faculty and also student opinion which surely is sound ground for cooperation.

If there is the mutual respect which the editorialist implied, then both faculty and students are to be commended. The faculty for recognizing that Trinity men can be mature, and the students for acknowledging that the faculty can have a wisdom which often the student does not possess. If it is so, then there is no reason why the "Trinity family" cannot be a reality on the campus as well as on the printed page.

Sincerely,  
Barbara Johnson  
Editor-in-Chief  
Smith Sophian

## "Aisle Say"

(Continued from column 1)

The argument that the individual does not matter in the evolution of the entire society is effectively refuted by Willie Stark's life. Those who know what they want many accomplish things, but man is not his own end. This is the universal message of *All The King's Men*, the argument against *Sisphus*.

"Who, what, why, when, where" — a journalistic catchphrase — illustrates the epic theatre's function in contemporary life. Epic theatre is concerned with the "why" of things. It is not enough merely to tell about people; why they behave as they do is the most important question.

We see in *The Gang's All Here* and *All The King's Men* a theatricalistic technique; the use of lighting, scenery and the like aiding the proof (in scientific style) of an idea. Man is dissected behind the footlights, and both intellectual and compassionate reflection is necessary to evaluate the operation.

Psychological writing has led to the generally acknowledged sterility of today's drama. The epic tells where psychology comes from. This is its duty, and this its value, in contemporary theatre.

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# Education Supplement

## Gwynn Cites Encouragement Of Excellence

By DR. FREDERICK L. GWYNN

Because the concept of "Excellence" implies competition and victory, one is tempted to be hortatory in discussing it. "Go, go" and "Well done" are the natural calls of excellence, and if the paragraphs below resound with the former, it is because it should lead to the latter. And thanks to all the writers and speakers on education I have been exposed to in the past.

To be sure, the best college student usually has already taken in the concept of excellence with his mother's milk, his father's whiskey, and his teachers' manna — to use almost completely symbolic terms. He has learned to make his bed at six and not to lie in it at sixteen. He has acquired, in Hopkins's phrase, "the habit of perfection," unconsciously following William James's superlative advice (if I recall it aright) to "entrust [his] existence to the effortless custody of habit." We worry about this man only to the extent of wondering just how far he will go.

But most young men lack the habit of perfection. These are the men who grow immeasurably during their teens and early twenties, when the pressures of intellect, sex, and custom hit them all at once — and that is why we have colleges. These youths usually need to be involved in excellence, and that is why we have teachers around colleges along with the libraries, dates, and fraternities.

Now the first duty of a college teacher should be to supply standards of intellectual excellence for students. He should involve the younger mind in subject-matter that he considers first-rate — not the poems of James Russell Lowell or Hart Crane because someone once read them to him, not Anselm's argument for God's existence because it is easy — but only because there is a quality of excellence about these artifacts that is apprehensible.

The college teacher should, furthermore, be a kind of model as well as indicator of excellence. This is a distressingly hard role for a teacher to fill as he grows older and more specialized and less sure of some things. Yet it is probably his duty to try to grow older excellently and to try to be excellent in his specialty. He does not have to be a pal to his students to involve them in excellence (though this is a means that some unselfish or selfish teachers can use most effectively), but he should radiate something of his personal desire for intellectual excellence, both in and out of class. As Julius Marias has said (quoted by S. Bradley, AAUP Bulletin, XLV, Sept. 1959, 355), "Only the professor who has [an intellectual life] outside of class and even away from the campus . . . can transmit it."

So much for the teacher, who doubtless needs a lot more. It is the student, surely, who must take both the courses and what E. E. Cummings might call the non-courses. College might be fairly easy if it consisted of nothing but academic courses, and an industrious student might be excellent in all courses if he did not have the non-courses to cope with. Here is where excellence demands decision as well as industry. The student must decide exactly how many hours a day he is going to allow to his studies and how many to his athletics, girls, social groups, hobbies, and recreation. Anyone who fails to plot out this relationship is lost, as far as intellectual excellence goes. In my opinion, a good college student must give nine or ten hours a day (e.g., 9-12 a.m., 1-4, 7-11 p.m.) to classes, preparations, and general reading. The rest of his time, plus two evenings a week, he can afford to give to sports, dates, activities, and *dolce far niente*.

"There lives more faith in honest doubt . . ." wrote Tennyson, "than in half the creeds." This is not to say that intellectual excellence comes from rejecting all past experience or from avoiding all creeds. "Honest doubt" means a critical relativism that holds truth in suspension only until the

(Continued on reverse side)

# Liberal Education Values Shown By Study of Curriculum

By DR. GEORGE B. COOPER

The curriculum is the most important collective concern of the Faculty. The present survey is in the nature of a general check-up, undertaken at the request of the President and the Faculty, to discover ways and means of utilizing our rich academic resources more effectively. The tremendous physical expansion of the College, the transformation in the numbers of distribution of our students, the rise in the cost of education, and some significant changes in the character of American education generally, call for a fresh and more complete inquiry into our program. There is a value and integrity in the liberal tradition which we are pledged to uphold despite the persuasive arguments of nationalism, internationalism, rugged individualism, or collectivism, the space age or any of the other "challenges" of our day. We believe that the education offered at this college equips our graduates to meet the moral and political problems of society. We do this most effectively by transmitting to the student certain values which experience shows to have been at the source of western culture.

A college should give its students the foundation for continued self-education; we must make sure that the educated man of this decade is not the anachronism of the next. He should become acquainted with some basic subjects and should be taught the demanding discipline of a field of concentration. He should be free to choose subjects in allied fields which will create the proper context for his special interest.

Colleges like Trinity must continue, in a period of increased enrollments and expansion of opportunity, to de-

mand excellence in their students. There are certain mechanical and substantial changes that will probably help us realize this goal. All of the changes the College proposes will depend, in the final analysis, upon the spirit with which the student approaches them. The best paper curriculum in the world will fail if the students who work within it do not become involved in the spirit and aims of the program. We need students who are committed to the intellectual goals of the College. Students must not wait for a new curriculum and then expect, by some kind of classroom legerdemain, to reap the benefits of a Trinity education by their physical presence on the campus. The changes that will be proposed will demand more of the student, not less, and the student should go through a searching process of intellectual self-examination to discover whether he is really up to it or, quite honestly, whether he wants it.

I believe that when a student reaches the university level he should be ready to concentrate in a field. I do not refer to specialization; that is a graduate school task. A young man who has been in primary and secondary school for twelve years should be ready to devote at least one third of his college course work to a particular subject in which he shows competence and interest. If he is not interested in any field (and I do not refer here to a vocation) I do not think that he should consider college at all. When we speak in this country of "college material" (an ugly industrial phrase) we should mean more than the ability to pass entrance tests or to rank high in preparatory school subjects. To be ready for the university means commitment to a field or fields of study. It should mean that a student is interested in science or

the *belleslettres* and that his interest has been sustained by independent and intelligent reading. It will be a sorry day for American culture when listless and aimless young people drift into the universities and colleges because it has become the thing to do or because social and industrial pressures decree that a diploma, any kind of diploma, is needed for advancement. We have already sacrificed the high school to these pressures.

I believe that the major should be the center of a student's college experience. The pursuit of the baccalaureate, the quest for the laurel, should be tied to one's ability to work in a legitimate field of learning. The course load should be reduced, at least during the junior and senior years, to enable the student to work intensively in his field. I do not believe that we should tolerate the potpourri called a "general" degree or a degree without major.

I hope that every major will give the student an opportunity to engage in an advanced study project. This can be in the form of a thesis or a research subject adapted to the particular field. The economics thesis currently required seems to me to be a model of the kind of work that strengthens the major.

I favor a comprehensive examination  
(Continued on reverse side)

# Trinity Tripod

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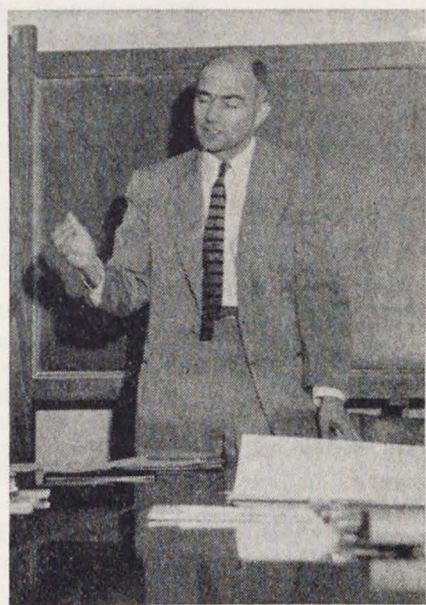
No. 10

## Advancement of Knowledge Found Key To Teaching Concepts

By DR. J. WENDELL BURGER

The rise of man from savagery is due to the progressive acquisition and use of knowledge. It is essential that our society actively affirm that knowledge for all is better than ignorance. To implement that proposition, our society has developed a complex array of formal educational institutions which have become inhabited with a strange breed called the teacher.

A resident college which is the home for vigorous, developing, young



Teaching: "a self-disciplined integrity as to the value and uses of knowledge."

personalities must assume some domestic responsibilities in the area of play, worship, social training, development of personality, etc. Not infrequently, the primary functions of a college become confused with its domestic functions. There is a surprisingly widespread attitude voiced by a large segment of those interested in collegiate education, that knowledge should be pursued with moderation. Excessive indulgence diverts one from the main business of learning to live, and if one does not watch out one will wind up a teacher.

It must be recognized that the motivation of those seeking knowledge was, is, and always will be largely

utilitarian. Also, the young has and always will drag its feet reluctantly to school. The college age group, like any age group, has its peculiar set of strengths and weaknesses. The point that a liberal arts college argues is that what is often vaguely called a liberal arts curriculum is the most powerful arrangement of knowledge, both vocationally and personally. Since this curriculum carries with it a good deal of abstraction demanding a good deal of personal effort, it is especially vulnerable to the above contrary influences.

If there is any truth to the proposition that knowledge is good or that knowledge is power, the teacher's first job is to insist that the student apply himself to knowledge with some vigor. Ideally, the teacher should be reinforced by the attitude of his college and external society. Even if his college falters and society is ambivalent or hostile, the teacher must affirm the unique supremacy of knowledge and insist on its acquisition. The teacher is not the respectful humble servant of the rich and powerful, the forgiving indulgent mother to the lovable or rascally student, the stern father enforcing sectarian orthodoxy, nor the hired brain-washer who guarantees to implant in the young the prejudices of the past. He is the custodian of one of man's most precious possessions, and like Cyrano keep in good repair his white feather, not in over-weening pride nor arrogance but with steadfast confidence.

There is in teaching a good deal of emotional wear and tear. Students sometimes weep with shame, rage, or frustration, and they may be surprised to learn that teachers do the same. I hazard the opinion that currently one of the major preoccupations of the teacher is physical and emotional disengagement, although this is often disguised as some ideal venture. The teacher must always expect to deal with a good deal of natural recalcitrance. But society would do well to reconsider its attitude that education is the sole responsibility of the teacher. He must not have to cajole and wheedle each student daily into taking his spoon of castor oil; nor must he

insure that each student receive at least a C and a degree.

The teacher must give of himself both intellectually and emotionally. I strongly feel that there is no ideal teacher, and that to list ideal qualifications is an empty waste of time. A college faculty should be a variety of types, weighted on the side of competence, virtue, and idealism, but not with common personalities or common methodology.

If the teacher is to teach, he must have something to teach. Too frequently students and society believe

(Continued on reverse side)

## Religion and Academic Integrity Termed Compatible By Cherbonnier

By DR. E. LaB. CHERBONNIER

A generation ago, religion was scarcely mentioned on the American campus. Faculty and students alike assumed that the Church, by its dogmatic resistance to pioneers of science like Galileo and Darwin, had proven itself incapable of the objectivity on which the search for truth depends. Accordingly, the hundreds of colleges and universities which had been founded under Christian auspices, including most of the nation's oldest and most renowned, had all but banished religion from the curriculum.

It would have been a bold prophet to predict, in 1929, that thirty years later most of these same institutions would harbor flourishing departments of religion. The surprising facts are now a matter of record. There remains, however, a lingering question: Can the convinced Christian or Jew really maintain the strict requirements of academic integrity, or is he committed in advance to defend certain beliefs in the teeth of contrary evidence? Can religion make a contribution to the academic enterprise, or must it inevitably turn into some sort of special pleading?

It was formerly assumed that in order to be objective, a person had to be neutral. No Jew or Christian can be neutral about many of the principles of interpretation that are quite properly proposed in the course of intellectual investigation. A purely economic interpretation of history, for example, would, if proven, refute his religion. So would a psychology which reduced religion to a "protection of the father image." So also would a thorough-going cultural relativism. So does the common theory of art which casts the artist in the role of prophet and seer who transmits his visions to lesser mortals.

Does it therefore follow that religion prevents a man from being objective about these subjects? Quite the contrary, it is impossible to be objective if you are neutral. The scientist is the least neutral of men. Unless he is passionately committed to truth and opposed to falsehood, he is a poor scientist. Many scientific discoveries (radium, for example) have been the direct result of the scientist's intense conviction that a certain theory was true.

He is neutral only in the sense that he refuses to pre-judge a case, apart from evidence. The ironic result of his inquiring zeal may sometimes be to

(Continued on reverse side)

# Responsibility of Students Analyzed by Dando

By JOHN A. DANDO

Before I begin to speak of the responsibilities a student assumes when he contracts to educate himself liberally at a college like Trinity, I should like to define what I mean by the term "education". It is, Thomas Henry Huxley tells us, "Learning the rules of the mighty game of life." In other words, education is the instruction of the intellect in the laws of nature, under which name I include not merely things and their forces but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws." Notice that Mr. Huxley believes in a basic experience in both the sciences (things and their forces) and the arts (men and their ways); but notice, too, that knowledge is not an end in itself: the goal is actually wisdom, and its most important feature is the desire — indeed, the living desire — to do what is right for ourselves and for our community.

A student's primary responsibility lies to himself. I do not mean to get as much for himself as he possibly can — the laws of nature don't work that way except in the relatively unimportant material sphere — but I do mean to give as much of himself as he can. Nearly all the great experiences of life require that we give before we receive — love, learning, sports, even a good death has to be prepared for; and one of the saddest weaknesses of many students is their failure to become deeply involved in the disturbing and often painful process of that particular kind of growth that has to do with wisdom — the exercise of the will to focus the powers of concentration and the courageous perseverance we must have to cultivate the best that is in use.

I know as well as anyone the importance of working for grades, of laying up for oneself treasures in the Dean's records, but a student should never let the perverted values of a generation that would rather test than judge prevent him from getting his liberal education. Not all values can be measured, and when a student graduates he has to face the judgment of two authorities in assessing the worth of the four years' experience — a prospective employer or Graduate Dean who will scrutinize his grades avidly; and himself, who will be the sole judge of whether or not the grades indicate that any real experience has taken place at all.

If there is no such soul-searching, then the education has been a failure without question; if one searches and he is not satisfied with what he sees, there is still hope that he may find the way and that he will eventually come to wisdom.

Before I leave the question of a student's responsibility to himself, let me say that the process of liberal education is largely a matter of learning to see the relationship between things. All creation in the arts and the sciences begins this way, and one only sees relationships when one cultivates his awareness. Anyone would be furious if he only noticed half the young ladies in a beauty contest, and there is probably little chance that he wouldn't be aware of all of them, but more subtly joyful experiences can pass

**BURGER . . .**

(Continued)

that a teacher got "his knowledge" through his formal education, and now with a head stuffed full he has nothing to do but disgorge. A good teacher is as much a daily student as a "student". Knowledge is growing, changing, requiring new masteries, new interpretations and new preparations for presentation.

The final responsibility of the teacher is the vexing one of his relationship to the manufacture of new knowledge (research). Secondary schools and many colleges do not expect teachers to manufacture much new knowledge. Certain universities, on the other hand, expect every teacher to devote a substantial portion of his time and energy to research. In colleges where a substantial amount of time is required for the traditional teaching duties, research is difficult. It is also quite true that preoccupation does divert the teacher from the general aspects of his work, and that certain types of research are mere pedantry and have very little fertilizing effect on he who conducts them. On the other hand, interest in research tends to increase skills and knowledge and may indicate an active and inquiring mind. Certainly, for the profession as a whole, teaching can not discharge its responsibility to itself and to society if it is content with merely reiterating past knowledge. Knowledge without creativity grows dry and sterile.

In summary, it is my suggestion that the essence of teaching is a desire to know, a desire to share knowledge with others, and a self-disciplined integrity as to the value and uses of knowledge.

**COOPER . . .**

(Continued)

tion in the major as one of the requirements for the degree. A day of reckoning will keep the student in a state of sustained preparation during his college career. He will keep his eye open for new books in his field, will audit more lectures, will perhaps do a little more to organize his own thoughts about his chosen field. In many colleges, the comprehensive examination has become a perfunctory test that has been more a nuisance and a burden to the faculty than anything else. In some institutions the general examination contributes a great

(Continued in column 3)

by without our realizing that we're missing them. If one is aware, he will be alive in that complete sense that makes life a pleasure to live, that makes even difficulties a source of power.

Two facts are true about our human condition: one is that most of us have to make ourselves work at most things, and the other is that none of us is happy unless he does work. There is no greater tragedy, I must think, than to come to the end of four years of college, or to the end of 70 years of life, and realize that in seeking — even finding — pleasure, we have missed the joy of life altogether.

I believe very sincerely that there is such a thing as a "national energy", a concerted power of which all of us are a part in any community. I fear that we are far from realizing the potential that is in any of us individually or collectively. Every time a Trinity man gets a 70 when he could get an 80, every time a week-end starts with a restless Friday and ends with a hung-over Monday, every time a student brings his body to class and leaves his spirit and his mind at the dormitory, every time anyone of us wastes anything of the blessings and the hardships of being a relatively free human being, he is proving unworthy of the most precious gift he has. And never forget that in vast areas of the world, that gift has been taken away.

**CHERBONNIER . . .**

(Continued)

upset his own predictions. But in either case the cause of truth is advanced, not hindered, by his personal interest.

The prerequisite of objectivity is therefore not neutrality, but rather a certain kind of commitment, a commitment to truth. A Christian, in so far as he understands his own religion, should be ideally equipped for academic inquiry: "The Lord is the God of truth" (Jeremiah 10:10); "the fruit of the Spirit is in all truth" (Ephesians 5:9). His academic responsibility is therefore to think through the implications of his religion in every sphere of life and thought, to spell them out explicitly, and to invite debate with opposing views. He is by no means under obligation to win every argument, for his opponent may be able to clarify and deepen his own grasp of the truth. Many secular disciplines, which in a former day might have been silenced by ecclesiastical authority, are today making tremendous contributions to Christianity. Biblical scholarship is the most impressive example, but psychoan-

**GWYNN . . .**

(Continued)

doubter honestly becomes convinced. And Tennyson's phrase "half the creeds" may be taken to imply that at any given moment, the best mind will believe in some ideas implicitly while doubting others explicitly.

The best mind learns about the German language or Judaism or the regeneration of planaria, saying to itself: "All right, I see the point of X but not of Y, and I'll hold on to Z until I have to let it go. And I am ready for the appearance of Q." This attitude is, of course, the scientific attitude, and it is just as valid and necessary in the humanities as in the sciences. Although there may be no set scientific "method," there is indeed an "attitude," and it is indeed "the habit of critical thought."

Once a student has acquired the critical habit, he is, paradoxically, committed to a quest. He becomes an egghead, as opposed to a squarehead (wasn't that Adlai Stevenson's distinction?), and his mind becomes an egg, as opposed to a square. For an egg is the fertile beginning of something that in a sense never ends, whereas a square is merely a finite enclosure of something.

The something that never ends in the quest, the pursuit of absolute excellence. Because no human being has ever achieved the Platonic idea, and because humanity still continues, we infer that the quest must be more rewarding than the thing pursued. With this knowledge, the intellectual student can never be satisfied with what he achieves.

But because an endless quest is by nature difficult, a good student has to have some help, just as Odysseus and Dante and Sal Paradise (Jack Kerouac) needed help on the roads of their quests. A good mind needs the company of good minds among its contemporaries.

Further, excellence needs devoted leadership and occasionally martyrdom, and a campus 'neath the elms' may demand a little blood of the martyrs before the grass grows. Then the pursuit of excellence may become incorporated, with the opportunity for profit immeasurable, and the liability much more limited.

Finally, despite the necessity of "shared conviction," a student should beware of the mutual-admiration society. On the one hand he cannot trust the praise of his elders (as someone once said), and on the other he cannot bask in the uninformed approval of his juniors. Most dangerous of all is the temptation to accept only the judgments of the in-group, the "we happy few" intellectuals whose existence is still so necessary to him. For in pursuing excellence, as in most enterprises, "Nothing can bring you peace but yourself" in Emerson's simple words.

# Effects of Educational Environment Observed

By DR. M. C. LANGHORNE

Many years ago a wise old professor of classics liked to offer the following advice to his classes: "Young gentlemen," he would say, "always get your rabbit before you make your rabbit pie."

If we are going to discuss the impact of the environment on the student we need to define the term. Psychology tells us that the environment is made up of the sum-total of all external and internal influences which affect the individual. The emphasis here is on the fact that it is what the world does in so far as it affects the perceiving, thinking, and feeling of a person which determines what the world means to that individual and, therefore, in turn what the individual will do to that world. No two Trinity students can be expected to act in completely identical fashions to the campus, the curriculum, the faculty, the standards, the regulations, and his fellow students, since no two students will perceive, think, or feel about them in the same way.

Two books dealing with the impact of the college environment upon college students have recently come to my attention: Jacob's *Changing Values in College* and Eddy's *The College Influence on Student Character*. These books present very sobering, yet rather hopeful analyses of the topic.

The book by Jacob summarizes a large number of investigations which have attempted to measure, through the use of various questionnaires, the influences of college environments on the values of college students by studying values held by freshmen and seniors within the same institution; and, by studying the developments within student value systems on a year to year basis from their freshman through their senior years. We find a rather dismal and pessimistic picture here. It seems that the main overall effect of higher education upon student values was to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in general. The educational process in the very best of our institutions of higher learning was not a process of liberalization but rather one of socializing of the student by refining, polishing, "shaping up" his values so that he could fit comfortably into the ranks of American college alumni. Neither the nature of the curriculum, nor the "good" teacher, nor the methods of instruction had measurable effects insofar as value changes were concerned. Why?

The answer to this is not a simple one. An interesting lead has come recently from studies on the relationship between the beliefs of a person and his personality structure. It seems that by the time a person is old enough to enter college his opinions have become so firmly established, his mental sets have become so rigid, his outlook on human relationships so stereotyped and his reliance on authority so compulsive that he is intellectually and emotionally incapable of understanding new ideas which run counter to his pre-conceived and cherished conceptions. He has, in other words, developed a need determined by the very nature of his personality to perceive, think, and feel about the world in certain ways. He feels decidedly uncomfortable if he must change these views and so resists changes strenuously.

Hopefully, the Jacob study did find that certain colleges, mainly the private college of modest enrollments, did offer a "climate" which did seem to possess a unique potency with reference to reported changes within the value systems of their students.

The Eddy study employed a different technique for assaying college impact on the student. A small staff of people visited some twenty representative colleges and universities and for a few days or weeks lived on the campuses and through interviews with students, faculty, and administration attempted to savor the flavor of campus thought. The report begins with a statement that "we believe that how students receive their education conditions what they receive." This statement presents the same idea to be found in the definition of environment used in this article. The Eddy study reports the belief that if the college administration, the faculty, and students will work in partnership and will dedicate and commit themselves to achieving the highest possible excellence in intellectual growth and character development, that such can be achieved. "We have found," they say, "that parts of the college environment may be positive, some neutral, and some obviously negative. We believe it is within the control of the college which shall be which."

As one new to Trinity I am not in the position of being able to state whether our college environment possesses the characteristics which would confirm the somewhat pessimistic picture painted by Jacob or the rosier one etched by Eddy. I have wondered how many students have been consulted with reference to the curriculum changes which are being proposed and if Trinity would be a better school if there might be more joint administration, faculty-student discussions. Would a joint faculty-student "Committee on Educational Policies" work?

**COOPER . . .**

(Continued from column 1)

deal to the intellectual life of the campus. I believe that Trinity can provide a vital and strong general examination system.

A college is a center of learning. Despite the legitimacy of many peripheral activities associated with the campus and with youth, we must never forget our primary intellectual responsibility as a center of learning. Every student should make a determined effort at college to discover and explore fresh fields of study. The college provides a faculty, a library, a curriculum, and the physical atmosphere that takes us away from the madding crowd. And society looks favorably upon an arrangement which allows young men between the ages of eighteen and twenty-two to withdraw for the purpose of intellectual work. We impoverish ourselves and the world if we allow this magnificent opportunity to slip away.

# QUAD' ANGLES

matt levine

Within this week's issue the campus is confronted with faculty outlooks concerning a subject for which each of us seems to have a different value . . . education.

Modern education concepts here or anywhere, however, include more than aesthetics sprinkled with curriculum changes and the subject matter we glean from our books. In some facet or another it is an accepted fact that athletics have a profound influence on education, and therefore the product of the education . . . that black robed student with mortarboard, who proudly flashes his diploma in June.

A liberal arts background is not worth a plugged nickle if the individual has not taken advantage of the situation around him, and has sat around on his haunches vegetating, thus automatically suppressing his normal development of character.

. . . in the jargon of sport, "character" is replaced by "sportsmanship." No matter which term is used, the idea remains intact that healthy competition, whether it be on the intercollegiate level or not, breeds men. Continual self imprisonment within our Gothic confines and in front of a stack of books, without contributing to the environment about you, *whether via athletics or not*, breeds shallow-minded encyclopedias.

The feeling to be set forth in this space, however, will dwell only on the athletic angle. Ability to work with others and the development of a quick, analytical mind are two assets which a student should boast upon graduation from an acceptable college . . . not the ability to sit back, collect dust, and criticize those who are attempting to participate.

How many of us, once we finish our schooling, are going to be able to earn a living without contact with anyone whatsoever? . . . not many. How many sports depend in entirely upon team cooperation for success? . . . quite a few. To make the implication explicit, is not the continuous stress on teamwork in athletics going to have some effect on the player involved once he is off the playing field? The example can be lowered to the ludicrous by trying to imagine our All-American center blocking out an entire opposing line.

Teams prep week after week for contests, trying to anticipate actual game situations. But the unexpected always happens. And the athlete with the most adaptable mind and reflexes is going to rise to the occasion and cope successfully with the unexpected.

In no way except through experience can the individual learn to handle occurrences which confront him in life . . . thus we have training programs, apprenticeships, assistants, and practical summer jobs. Isn't the experience; that is, the experience in quick thinking on the athletic field, setting a valuable foundation for the life ahead?

You can sit back and memorize and memorize until doomsday, but that French professor who gives you a passage you have never seen is just like the football team that runs at you with nine men on the offensive line, or the basketball team that crowds four men into one of the corners. You have to be on your toes . . . you have to be perceptive.

In too succinct a manner I have attempted to bring into the light the value derived from giving something of one's self in order to obtain a maximum return.

# Worcester Five Here Saturday; Locals Tip M.I.T. Hoop Machine

## FOR A CHANGE! LECLERC TO ALL-AMERICA

The following is a brief list of Roger LeClerc's harkenings:

**Drafted by**  
Chicago Bears  
Denver  
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Maxwell Citation

**Selected to**  
Small College All-America  
AP All-East (Big College)  
AP & UPI All-New England

**Invited to**  
Copper Bowl, Phoenix (Dec. 26)  
Optimist Bowl, Tucson (Jan. 2)

Trinity waltzed to a 79-58 victory in its basketball opener Saturday night, and in the process discovered a new star to enhance the team of veterans.

M.I.T., highly regarded and a tough match for last year's team in a one point Trin victory, scored the first basket but never led again as the Bantams, sparked by John Norman's 21 points, toyed with the Techmen.

Starting fast, Norman notched six of Trinity's first eight points, all on outside one-handers. Then to add variety to his brilliance he added scores by driving, rebounded like a 6'3" vacuum cleaner and passed with such dexterity that his moves startled his teammates at times.

Every Bantam saw action as the team expanded its 45-31 halftime lead to the final 21 point spread. Especially pleasing was the balanced attack of the McWilliams crew which showed four men scoring in double figures.

The top four men were Norman, the two centers Ken Lyons and Buzz Mayer with 12 each, and Barry Royden with 11.

The score would have been even more lopsided but for M.I.T. Captain Hugh Morrow, the sole Tech scoring threat. Morrow poured through 12 goals for 26 points.

Still uncertain as to his permanent starting lineup, McWilliams started Captain Royden and Jim Gavin as guards, Norman and Bud Bergmann at forward spots, and Lyons at center. As an indication of reserve strength the substitutes, paced by Buzz Meyer with 12 points, accounted for 29 tallies.

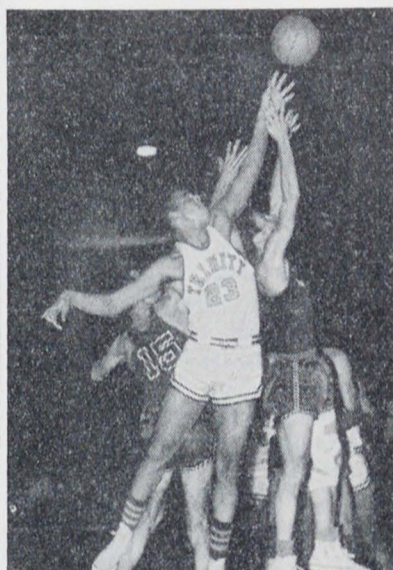
The Bantams, who showed traces of first game raggedness Saturday night, will get sufficient game experience this week.

The team left Tuesday morning for a game that night with Kings Point and stayed in the city for a game this afternoon with Stevens.

Saturday night they will be back home to meet what should be a strong Worcester Tech quintet. This outfit thumped a big Coast Guard team 77-66 last week.



Norman, who tallied 21 points against the Engineers, getting off a jump shot amongst M.I.T. defenders. Photo by Fred Dole



John Norman pictured as he was about to haul in rebound in M.I.T. game last Saturday. Photo by Fred Dole

## Trowbridge Curtain Raiser Features Cadet Swimmers

The Blue and Gold swimming squad drowned Tufts in an away meet, 69-17. They face a much greater challenge here Saturday, however, when a highly talented Coast Guard team visits the campus for a 2:00 p.m. meet.

Coast Guard, always a strong opponent in their natural element, last year overwhelmed Trin, 52-34; this season they should have considerably more trouble making a repeat performance.

Several tight races are in the offing, as the local freestylers shoulder the main burden of responsibility. Coast Guard appears moderately strong in the backstroke department and very powerful in the butterfly events.

After the Cadet encounter, the mermen face only one more opponent before Christmas. Worcester Tech (away on December 16) is never a serious threat.

Adams, Lockton, Black and Foy swept the medley relay with a 4:21.8 clocking. Bennett and Bundy repeated in the 220 yard free style in 2:42.3, as did Goodman and Morgan in the 50 yard free style with a :24.3 timing.

The 200 yard individual medley was scratched from the order of events due to a misunderstanding concerning its appearance this season.

With recurring monotony, the Trinmen proceeded to sweep the remaining events, Sankey winning the diving (47.13 points), Black the 100 yard butterfly (1:07.5) and Williams the 100 yard free style.

Bob Adams, Trinity's perennial backstroker, again wheeled to victory with a creditable 2:33.5 timing, McCracken and Bartol swept the grueling 440-yard freestyle, and Baird Morgan won the 200 breaststroke. To conclude the debacle, the freestyle relay team of Rothbard, Hoffman, Refalvy, and Coleman poured it on to outdistance the best that Tufts could muster with a timing of 4:20.5.

## IM Managers Tardy; Thursday Games Off

The intramural volleyball tournament got off to a shaky start last week as only nine games of the sixteen game schedule were reported. Intramural managers are asked to hand in scores within 24 hours or suffer a loss of five points in the overall standings.

Early results from last week show Delta Phi and ROTC with two American League wins apiece, while the National race is scrambled.

Because of the Campus Chest finale tomorrow, all games have been postponed. Managers should contact Karl Kurth about rescheduling.

Managers should also turn their receipts from the Campus Chest All-Star game to Christopher Davenport of that organization.

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## Fry's "A Sleep of Prisoners" To Be Given in North Chapel

Several years ago the Jesters presented Christopher Fry's unusual religious play *A Sleep Of Prisoners* just before the Christmas holidays. Director George E. Nichols III has announced that because of the fine qualities of the piece, and because of the favorable reception which it received, the play will be presented again this year. The four characters in the play will be portrayed by Richard Clark, Robert Bordogna, Robert Wilcox, and Peter Fish. The North Chapel is to be used again for the 8:15 p.m. performances on December 14 and 15.

Fry's own comment on the play provides an interesting insight into the action: "It has always seemed to me that the difference and conflicts between men spring often from the differences between the outward armor, the facades behind which we hide our spirits. Perhaps the design of the play could be to show first of all a group of men as they seemed on the surface to each other, and then let them sleep and dream, each man dreaming of the other three and of himself, so that each character would be seen four times over . . . I wanted to move from division to unity, to say that we are all souls in one sorrow, and above all to say that the answer is in ourselves, in each individual, and that each individual has in him the elements of God. What will carry the day is the belief that the good in human nature is even more powerful than the evil, if, with our whole hearts and lives, we abide by it."

### DR. KRENN TO SPEAK

Delta Phi Alpha, German Honor Society will hold a meeting Thursday, December 10, at 7:30 in Seabury 47. Dr. Krenn will entertain with slides of Austria, and a short organizational meeting will follow. All members are urged to attend.

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## Law Schools Demand Tests Given by ETC

The admission requirements for most of the better known law schools are quite similar. Typically, they require that a candidate take the Law School Admission Test, administered by the Educational Testing Service, and that a candidate have an excellent record in obtaining his degree. Under special circumstances, some schools will allow a candidate to enter after his third year.

Although most programs lead to the LL.B. degree, the content and objectives of the curriculums, as well as the methods of instruction, vary.

Cornell's Law School, Ithaca, New York, primarily tries to prepare "lawyers who can render effective service to their clients" and who can serve the community. Cornell achieves this goal by giving students a working knowledge of general law, not state law.

The oldest school in the country, the Law School of Harvard University, Cambridge, Massachusetts, trains "lawyers in the spirit of the common legal heritage of English-speaking people." Its related purposes are to train teachers and to help with the legal adjustment of international problems. The case method of teaching is used almost exclusively.

Having "a student body of limited size," Northwestern's School of Law, Chicago, emphasizes basic skills in the understanding of general law, as differentiated from local law. Under exceptional circumstances, a student may be admitted after his third year of undergraduate studies. Due to military service, a person may enter at the beginning of the second semester.

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### GREEK LECTURE . . .

(Continued from Page 1)

In Aeschylus' best known work and only extant trilogy, *The Oresteia*, Dr. Murray pointed out abundant examples of tragic metaphor. Fertility images, if read figuratively, become sterility images. These give such depth to the work that it is necessary to resolve the metaphor when the action is resolved. This is done when Athene persuades the Furies to use their power for fertile purposes.

In giving his illustrations, Dr. Murray used his own literal translations of the passages as well as those in the familiar, published translations.

### CONSERVATIVES . . .

(Continued from page 2)

have accomplished the unprecedented feat of winning three national elections in a row, say simply that they can run the welfare state better and more efficiently than the Laborites. As the more conservative of the two major American parties, the Republicans, if they are to survive, must perform the same role.

Often in the past generation, however, the G.O.P. has chosen to stick its head in the sand. Years ago, the former boss of the Republican machine in Pennsylvania, Boies Penrose, confided in a rare moment of candor, "we (the Conservatives) may wreck the Republican party, but we'll own the wreckage."

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### SENIOR INTERVIEWS

Mr. Paul R. Burch, Assistant Superintendent of Schools, West Hartford, will hold senior interviews in Elton Lounge on Friday, December 11 for men interested in teaching. Thursday, December 17, Mr. Roger C. Cramton, Assistant Professor of Law, University of Chicago Law School, will be interviewing in Elton Lounge. Any seniors interested in having interviews, please see Miss Burnham in the Placement Office regarding appointments.

## Annual ROTC Dance Scheduled Saturday

The Military Ball sponsored annually by the Trinity Air Force ROTC will be held this coming Saturday, December 12, from 9 to 1 at the I.A.M. Hall, 357 Main Street, East Hartford. Lou Saloway and his orchestra will play.

The dance is formal, non-flower, and the Cadets emphasize that the Ball is open to all members of the student body who wish to bring a date. Admission is three dollars per couple.

The MEDUSA has placed the following on Censure: Jerome Farnsworth.



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## Frosh Cagers Gird for Worcester Tech Game

The frosh cagers swamped the M.I.T. yearlings on Saturday, 88-48, to win their initial encounter of the '59-60 season.

The contest saw the Blue and Gold outclass the M.I.T. Red in every department. The scarlet drew first blood, but were never in contention after that.

Led by Dave Brewster and Hunter Harris with 14 and 10 points respectively in the first half, Trinity ripped off to a 19 to 4 early lead and mounted a huge 45 to 22 half-time margin.

Harris hit 7 of 12 shots from the floor and added five charity tosses to pace the scorers with 19 points. Three of the remaining Trin starters also hit double figures: Dave Brewster with 16, Vic Keen with 15, and Brian Brooks with 14.

Although having no height advantage, the Bantams out-hustled under the boards, grabbing 40 rebounds to M.I.T.'s 24. 5'11" Brian Brooks snared 11 to lead both sides in that department.

Coach Shults is optimistic about the frosh's chances against Worcester Tech this Saturday at the Field House.

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