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A Trinity Man from Wesleyan Says:

The College entertained Hartford business leaders on October 19 at dinner reporting on the State of the College at its 150th anniversary. The toastmaster was the Hon. Raymond E. Baldwin, associate justice of the Supreme Court of Connecticut, chancellor of the Episcopal Diocese of Connecticut, a graduate of Wesleyan, and honorary alumnus of Trinity. Following are excerpts from his remarks:

At a time when more and more public funds are devoted to education and particularly to higher education; in an age of tremendous expansion in our State universities, there are some who would ask, "Why should there be liberal arts colleges such as Trinity, Wesleyan, Williams, Amherst, Bowdoin, and many others like them?"

A short time ago, President Eisenhower stated it to be his hope that the government would provide at least two years of college education for any young man or woman who wanted it. We cannot say whether this objective could be accomplished by expanding the present publicly supported universities or subsidizing private universities and colleges already in existence, or both. In any event, the objective of providing a college education for more and more young people is a laudable one.

It has been an American policy constantly to broaden the base of public education. The "little red schoolhouse", symbolic of publicly supported education, was not enough. Free academies and later, publicly supported high schools were added. Next came the publicly supported universities. The youth of America must be equipped in mind and body so that it can make a living and understand freedom and self-government. All this might be accomplished in trade or technical schools with some well-chosen courses on the duties of citizenship. In such a scheme of things, a liberal arts college would have no place. Fortunately, however, we have never recognized this as an adequate system of education in America. It is all right, so far as it goes—but it doesn't go far enough.

When Jefferson wrote that all men are created equal, he had in mind only their equality as respects life, liberty and the pursuit of happiness. In any group of young people, there will be some who are content to take things as they find them. They will be satisfied to earn a modest living and to look forward to a vacation and to security in their old age. There will be others, however, who will not be content with things as they are, who have more than the ordinary amount of energy and imagination and who are endowed with intelligence capable of development above the average. Out of this group, will come the leadership of the future. It has always been so.

The privately endowed liberal arts college has been and will continue to be an effective instrumentality for the development of this group. There must ever be in education, a proper balance between publicly supported and privately endowed institutions of learning. We can all agree with the statement made by Dr. Jacobs a short time ago when he said:

"There has been and is a tendency in higher education towards the practical which may in the long run be impractical. The emphasis upon vocational training, upon specialized training, has left a vital gap between the secondary schools and the professional schools. That gap is represented by the need for strengthening our liberal arts colleges in the area of the liberal arts, for these are the subjects for an enlightened citizenry, for a free people, which must deal with multiple problems and challenges in a complex world. Liberal arts is the professional training for leadership."

To accomplish this objective, the liberal arts college opens the gate to all the fields of human knowledge and experience: Language, which is the medium of understanding and expression; Literature and art, for these treasures of thought and wisdom and for these visions of truth and beauty; History, for its lessons of human experience; Economics and government, for their insight into the relations of men and social action; Science, to stimulate the spirit of search for new things and a knowledge of the material world; Philosophy and religion, for the guidance that they can give in developing a standard of values and the understanding of the ultimate meaning of life.
On Campus

STUDENT CRITICISM OF AIR ROTC reported by the press in late September came from what might be called "a newspaper's rhubarb pie." The ingredients were, one veteran student evidently sore at the military in general, the bandwagon effect, a reporter not very well acquainted with the ways of college students, and an editor who was very hard up for a front page story.

Trinity's cadets have been "nervous in the service" this fall since announcement of new Air Force policies, necessitated by budget cuts, which emphasize flying training and will keep some students from getting commissions until they have served their tour as enlisted men.

Complaints similar to those of all men newly introduced to military discipline were voiced on campus with perhaps more frequency than previously, and the Senate set about a quiet investigation aimed at consultation with the administration to determine whether the complaints were valid. Consideration of this matter was scheduled at a meeting also considering a student government revision being pushed by the Tripod, for which a big crowd turned out. The unhappy veteran called local Hartford papers, one of which sent a reporter to the meeting who was impressed by attendance and comments on the ROTC. The embarrassed Senate awakened the next morning to find their campus discussion front page news.

The Faculty Committee rejected three complaints, put another to a cadet corps vote, and expressed its confidence in the way air science and military standards are being taught.

Newspaper editorials backed the complaints, put another to a three complaints, put another to a newspaper's rhubarb pie. The winning team each week defends its championship against a new challenger each week until beaten. Trinity will meet the team which has proved tops up until Jan. 23. A faculty committee is selecting the four honor students to represent Trinity. Each college's team participates from its own campus with radio lines connecting.

To All Our Readers—Best Wishes for a Very Merry Christmas and a Happy New Year.

UNDERGRADUATES this year are receiving $89,200 in scholarship aid from the college, which has also granted student loans totalling $4,275. In addition, some $3,740 in scholarships has been awarded from outside sources.

PROFESSOR CLARENCE WAITERS, whose organ recordings have met with universal critical acclaim, was busy during the summer adding new titles to the record catalogues of Classic Editions of New York. Already published are the Symphonie-Passion of Marcel Dupre and the Symphonie Gothique by Charles M. Widor. In process and due for publication this fall are a Christmas Album of Old French and Old German Music and an Album of German Baroque Organ Music.

The latter is volume two of a baroque series which will include French, German, Italian, Spanish and English selections.

"FORTUNATELY, THE ALUMNI OF WESLEYAN did not ask the men of Trinity to assist them in designing a coat of arms for their university. If they had, it would, no doubt, have been suggested that a blue-and-gold tackle on a Cardinal halfback couchant would be just the thing. As it was the ten alumni who wanted to see their college's arms hanging in the University Club of Chicago, with those of other major national schools, found expert help in Joseph C. Wolf of the Newberry Library. Now the university has accepted a design, patterned on the family arms of John Wesley, as its official shield.—from a Hartford Courant editorial.

FROM A CHICAGO BROKER, a request: "Please forward data on silver mine stocks of the 1870's."

The Trinity College Library this Fall became a logical clearing house for such information with the gift of a valuable collection of journals providing a complete financial history of the United States from 1839 to the present. The collection includes a full set of The Commercial and Financial Chronicle, leading financial gazette used by brokers and investment houses.

The collection is the gift of Mrs. Blanche J. Gibson of Summit, N.J., in memory of her husband, the late Thomas Gibson, New York stock market economist and consultant. Her gift, which was made through Robert O. Muller, New York attorney, Class of 1931 and member of the Board of Fellows of the College, also includes her husband's entire collection of books and pamphlets dealing with securities and markets.

WHEN THE TOWN of Winthrop, Mass., took public pride in the performance of two of its garbage men this summer, Trinity shared some of the praise. One of the garbage men was John

We Point With Pride

to four Trinity alumni who were elected to the nine-man Hartford City Council in the November balloting: Henry F. Cooney, '35, John L. Bonee, '43, James H. Kinsella, '47, and William R. Cotter, '49;

to William L. Beers, '25, sworn in during the summer as Attorney General of the State of Connecticut;

R. Vaughan, Jr., a sophomore, who with a friend from Harvard took the job to help defray college expenses. Attending church in Winthrop for the last time before returning to college, they heard the rector use them as the moral for his sermon:

"Instead of being insulted when the local Board of Health offered them honest wages for honest work, they threw the chips of pride off their shoulders and carried the garbage cans on their backs . . ." The rector's words in turn were quoted by the town paper as the basis for an editorial, which was reprinted and quoted nationally.

We feel the story goes to show that the spirit of resourcefulness developed by a liberal arts education fully compensates for its failure to provide a course in public sanitation.

* * * *

COMMENCEMENT IN 1873 had some differences from and some similarities to those of 1953, according to an old clipping sent Dr. Jacobs by Mrs. Stephen Payne of Denver from her grandfather's files. Here are some quotes:

"The clerk of the weather usually deals fairly with Trinity College, and generally vouchsafes the faculty and students with one of the hottest days of the season. Today the sun shone down with all its fiercest rage upon the campus and grounds of old Trinity."

"The Opera House is not as well calculated for commencement exercises in the day time as is Allyn Hall, where all the ladies are gathered into one gallery, and show both themselves and flowers to better advantage.

"The stage was occupied by the Faculty and a few invited guests, and as no proper chairs could be found in the hall, those from the library of the president of the college had to be carried from the college and back.

"At quarter past 11 o'clock the strains of Colt's Band playing the 'Houri March' were heard outside the Opera House, and a general flutter among the ladies responded to the sound. Bouquets were re-arranged, drapery gracefully disposed, and a look of expectation summoned to their fair faces.

"The salutatory . . . was delivered in Latin with the usual dignity, and sounded as grand as Latin well pronounced always does to an audience that catches but fragments of its meaning. Why this speech should continue to be held in a language which a large part of the ladies do

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THE PRESIDENT'S MESSAGE—
On Leaders,

BY DR. ALBERT C. JACOBS

All independent institutions,—large or small, richly endowed or not,—are facing serious financial problems.

Independent education is eminently worth preserving. It has been and is the staunchest bulwark of the freedom we cherish; one of the chief forces for developing America. If all education should become subject to tax-support, fine as is the service being rendered by our tax-supported colleges and universities, we would lose the greatest force for the preservation of our free society. This should challenge everyone who believes in this country.

Trinity is by no means a wealthy college. Our endowment is much less than that of comparable institutions. There is a widespread misconception that Trinity has ample financial resources. Such is by no means the case.

Trinity is rendering fine service, providing a liberal arts education second to none in the country. Our predecessors built extremely well. Firm were the foundations they laid. But Trinity today stands at a crossroads. We are facing a most critical period. The next few years will be exceedingly vital. It is in our hands to take advantage of the endless opportunities that lie before us. We cannot stand still, we will either go forward (and I do not mean in size) or we will retrogress.

Trinity has a splendid student body, a fine faculty and administrative staff, a physical plant that with few exceptions is quite adequate. And in this day of over-specialization and technical advance the nation direly needs the type of liberal arts education and the spiritual leadership which Trinity is so uniquely equipped to offer. But if we are effectively to meet the challenge that is ours, we must improve our financial position.

To live, independent education must have financial support, and in sizeable amounts. From where is it coming? Present tax policies have dried up the sources of hitherto large endowments, and will militate against the creation of many new and large charitable foundations.

The needed support, I submit, must largely come from business as well as from the combined gifts of many individuals. It is the only adequate and available source. But it must not be in the form of charity. If that is the approach of business to independent education, business will soon lose many of the blessings it now enjoys. Nor must it come as a responsibility which to save face business cannot shirk. No, business must come to recognize the limitless opportunities for investment in sound independent education.

And business has begun to embrace this opportunity.

My friend, Mr. Irving S. Olds, the recently retired chairman of the Board of United States Steel, has wisely observed: "To preserve that system of private education is, I think, a fundamental responsibility of private enterprise. Every American business has a direct obligation to support the free, independent, privately endowed colleges and universities of this country to the limit of its financial ability and legal authority, and unless it recognizes and meets this obligation, I do not believe it is properly protecting the long range interests of its stockholders, its employees, and its customers."

And in speaking of corporate aid for independent institutions, we are not and must not be thinking merely of scientific and technical
Liberal Education, and Business

areas, the areas that are so obvious. In regard to the social sciences and the humanities, Mr. Alfred P. Sloan, Jr., of General Motors, has correctly said: "Such subjects are highly important even if they are not related to the field of production, and I believe that this area of fundamental knowledge will have a far more significant bearing in shaping the pattern of our future society than it has in the past." And Mr. Olds poses this fundamental question: "Why is it not equally our business to develop and improve the qualities of the greatest national resource of all—the human mind?"

And another friend, Mr. Walter P. Pepke, Chairman of the Board of the Container Corporation of America, has said: "Business concerns and the professions recruit their best human material from college graduates. Universities are educating and training the human product which we use in our enterprises."

Mr. Clarence B. Randall, President of Inland Steel, has put it very well: "We turn to the universities for the best brains they have to bring into our business. We seek them avidly. What are we doing about maintaining those educational institutions? We know perfectly well that with a privately endowed institution, the student's tuition pays less than half of the cost of that education. Are we willing to take that education as a gift to us and do nothing to perpetuate those institutions that mean so much to us?"

And do not forget, my friends, that if our independent colleges and universities become subject to tax support, it will cost us far more in taxes than it would through adequate tax exempt contributions for our privately endowed colleges. Government does not have any friends of its own. It has in its treasury only what the taxpayer places there. Education must go on. Government support will mean increased taxes and a type of control that we do not want.

These pertinent observations point to the fundamental importance of the problem of business support of Trinity College. They apply particularly to the firms and corporations of Connecticut.

They do so first because business needs the young men Trinity has been privileged to furnish—young men with perspective and background, able to think and to think for themselves, men with a proper sense of values. Industrial leader after industrial leader has sensed this fundamental need. Consider how many Trinity men hold high office in Hartford business alone.

I mention also the availability of our Faculty for consulting service; courses of study designed to deal with unique problems of industry, for example, the type of cooperative course which Professor Harold L. Dorwart and United Aircraft have worked out in regard to calculating machines; special research of a fundamental character in the fields of particular interest; the availability of our personnel and physical facilities for symposia and seminars. Yes, there are infinite reasons why business should find it advantageous to invest in Trinity.

What I am saying to business men is simply this: You must come to recognize that the support of independent education is in your own self-interest, if we are to continue to produce for you in our colleges and universities the trained personnel you need for continued successful operation.

In times of crisis first things must come first. And, my friends, we are living in critical days. Education, independent education, must be supported—as a bulwark of our freedom, of our way of life. I speak not of charity or responsibility, but of opportunity to invest in the future of America—the soundest of all investments.
Faculty Support, Scholarships

Are Principal Goals of $8,200,000 Development Program

Announced by Dr. Jacobs as first phase of long-range Plan

The College will undertake a long-range financial development program “to strengthen its service to the cause of liberal arts education.”

In what President Jacobs stressed would be only the first phase of the program, $8,200,000 will be raised to meet the most pressing needs in Trinity’s effort “to solidify its position as one of the leading liberal arts colleges in the country.”

Dr. Jacobs described these needs as including:

- Added endowment of $3,000,000 “to provide more adequate salaries for the members of the faculty, systematic support for scholarly and scientific research and for their professional development,” increased endowment of $2,000,000 for scholarships to put the college in a position “to make available to more of our able youth the benefits of a Trinity education, which we do not wish to restrict to those in a financial position to pay for them;” and $1,500,000 increased endowment for general operating expenses.

- The total also includes $750,000 for a Student Union “to render more effective and complete service to students,” $200,000 for renovation of the Williams Memorial building for faculty and administrative offices; and $750,000 for repayment of loans.

Dr. Jacobs declared the development program necessary because “Trinity today stands at a crossroads.” The College is in a unique position to go forward in its educational program and its services to the country and the community. But to take advantage of the opportunity the College must, in the years immediately ahead, strengthen its financial position.

All independent colleges and universities, he explained, are faced with serious financial problems due to spiralling costs, the decrease in the purchasing power of the dollar, “the impact of staggering taxation on the number of persons able to contribute substantially to higher education; the tendency in recent decades to rely more and more on government for things we should have the will to get for ourselves.”

But, he emphasized “independent education must be preserved. It is the strongest bulwark of the freedoms on which our nation is built . . . Trinity intends to do its full part to preserve independent education.”

The President’s announcement came after faculty and administration committees completed a series of meetings which brought unanimous approval of plans for the Development Program. The Trustees devoted a special meeting to the problem in September.

The Development Program will be conducted by committees from all three groups under the general direction of Albert E. Holland, Assistant to the President. Trinity will seek support from alumni, friends of the College, business and foundations. Expanded annual gifts will be sought immediately. Plans are also being formed for a major capital campaign.

Development committees include:
- Trustees Committee: President Jacobs, Chairman; Newton C. Brainard, Chairman of Board of Conn. Printers, Inc; Robert S. Morris, Hartford investment broker; A. Northej Jones, partner in Morgan-Stanley Co., of N.Y.;
- Faculty Support, Scholarships
- Student Union
- Regional Directors:
- Mid-Atlantic: Dr. H. W. Mead, President, Washington University, St. Louis, Mo.
- Southern: Dr. R. F. Cook, President, Wake Forest College, Winston-Salem, N.C.

A Crossroads for All
Editorial from the Hartford Times

“T”rinity today stands at a crossroads,” says President Albert C. Jacobs. No doubt that is true. It is quite likely to be true, these days, of any forward going institution that depends on private support for its financial needs. Indeed, it is likely to be true of thinking individuals who are constantly having far-reaching decisions thrust upon them by the uneasy circumstances of our time. President Jacobs’ statement is accurate, but Trinity does not stand there alone.

The College is undertaking a campaign to raise $8,200,000 to enable it to choose the road to effective and continued service as an independent liberal arts school, second to none in this country. It is asking for such a large sum because it has such a large job to do, and because the issues to be determined by this campaign are large indeed.

Trinity has put us all at a crossroads—all who believe in liberal arts education, all who believe in privately supported education, all who believe in the sort of thinking Trinity has fostered for 130 years.

It is we who stand at a point of decision.

It is we who face a test of the depth of our belief that we need strong and able institutions, in addition to those supported by governmental units.

It is we who must show that we feel our convictions strongly enough to make us willing to back them up.

Trinity and her friends, Trinity and the friends of liberal arts education, Trinity and those who profess to believe in independent, privately controlled institutions can go together along a road that leads to the goals they value in common. But the College cannot go very far along that road without such friends.

It seems to us that President Jacobs has given public reassurance that his thinking is sound on the most important question anyone can raise with respect to this campaign:—How does the College plan to use the money? The purpose is twofold:

To increase faculty salaries.

To increase the number of scholarships available to students who need financial assistance.

Evidently Trinity believes that teachers and students are the first concern of a college; that liberal arts are the faith of a college; that independence, financial and intellectual, is the life-breath of a college. The success of this $8,200,000 campaign will depend on how many men, women and corporations also believe these things, and how genuine is their faith.
Henry S. Beers, vice president of Ätna Life Insurance Co., Hartford; Martin W. Clement, retired chairman of Board of Pennsylvania Railroad; John R. Cook, president of Arrow-Hart & Hegeman Co.; G. Keith Funston, president of New York Stock Exchange; James B. Webber, Jr., vice president and general manager of J. L. Hudson Co. of Detroit.

Faculty Committee: Professor Harold Dorwart, Chairman, and Professors Vernon K. Krieble, James Notopoulos, Wendell Burger, Laurence Barber, Norton Downs, Secretary, Richard Scheuch, President Jacobs, Ex-officio.

Administration Committee: President Jacobs, Chairman; Albert E. Holland, Ass't. to the President, Vice-Chairman; Arthur H. Hughes, Vice-President; J. Kenneth Robertson, Treasurer; Robert M. Bishop, Director of Public Relations; John F. Butler, Executive Secretary Alumni Fund; William R. Peelle, Alumni Secretary; Robert M. Vogel, Director of Evening and Summer Schools.

In the fiscal year 1952-53 Trinity paid out approximately $1,200 in cash to educate each student, while receiving a tuition fee of $600: "This uneconomic fact has only been made possible by the enlightened generosity of friends, past and present, who believe in the liberal arts tradition and its promise for the American democratic way of life," Treasurer J. Kenneth Robertson declared in his annual report.

The College ended its fiscal year June 30 with a narrow excess of only $1,400 over expenses and appropriations, he reported. This balance represented a drop from the $5,163 of the previous year, and was managed despite a decrease of $4,657 in total income ($1,304,144) against a $34,105 increase in expenses ($1,337,744). A deficit was avoided only by applying the full $35,000 Personnel Costs Reserve which had been set up from the previous year to underwrite seven percent salary increases last fall.

Even with the increase in student fees, "a balanced budget will not be possible except at the expense of proper salary increases, scholarship funds, and other important aspects of our operation," the Treasurer stated. In this light, he added, the only solution to the problem of constantly rising costs is for operating funds, and particularly endowment funds, to increase proportionately.

Additions to the College plant during the year accounted for expenditures of $1,531,433.95, principally for the addition to the Hallden Engineering Laboratory, the new Library, the central heating plant, and alterations to the Williams Memorial.

Endowment funds and funds functioning as endowment increased by $27,940, represented by $7,936 in gifts and bequests, $17,020 in profits on the sale of securities, and $2,984 in income added to principal.

Trinity Reverses Usual Economics, Treasurer Says Cost Double Price

In use for just a year, the new college library has already made a substantial impression on the study and research habits of undergraduates, faculty and area citizens, Librarian Donald B. Engley pointed out in his annual report.

Besides producing an increase in circulation statistics over the previous year, there are other more significant measures of the value of the new building, he says. Attendance records show that over 200 people have made use of its resources at one time, three times the total that the old library could accommodate.

Long library hours, 84 a week, and comfortable accommodations have encouraged a large amount of study and reading in the library which is reflected in increased demands on circulation and reference staffs and in time spent by student shelvers in replacing books.

In addition, Mr. Engley notes, the new library has greatly increased the number of outside users: faculty from other schools, students from these institutions with research assignments from their teachers, and townspeople taking advantage of the fact that for the first time, the resources of the Trinity library have become really accessible.

New Library Changes Study Habits

Total Book Use Jumps

In the fiscal year 1952-53 Trinity's enrollment, according to Dean Clarke. He reported that registration of nine less than last year's all-time high, represents approximately the total the College expects to maintain in the future.

This year's student body has one of the widest geographical distributions in Trinity history, with 27 states, U.S. territories and possessions, and seven foreign countries represented.

Average number of students per section, one of the best ratios among the nation's colleges, stood this year at 17.74, representing an improvement over last year and "a highly commendable average for a small liberal arts college concerned with maintaining close student-faculty relationships in instruction," Dean Clarke stated.

Enrollment Stabilizes

Jarvis Physics Lab and Boardman Hall of Natural History
New interpretation of the creation of the Homeric epics has been made by Professor James A. Notopoulos as a result of a year's sabbatical study in Greece. A Guggenheim Fellowship and a grant from the American Philosophical Society financed his expedition.

The trip enabled our Hobart Professor of Classical Languages to make an eleventh-hour rescue of a significant body of oral folk literature which is fast dying out among the modern generation in Greece.

In the most isolated mountain villages of that country, he recorded the songs and music of a still-vigorous epic society whose elders, unaffected by modern methods of communication, still treasure the legends of their past as handed down in song from generation to generation financed his expedition.

Professor Notopoulos found these people still preoccupied with valor in war, singing of ancient heroes and their own exploits fighting the Germans in World War Two: a hardy tribe of old Greek warriors, proud of their part in countless revolutions against the Turks.

He found blind poets, in the tradition of Homer, trained in their craft from birth. He witnessed contests in poetic improvisation similar to those described in Hesiod, Theocritus and Virgil. He captured on tape and on film a way of life which is a survival of the heroic ages, a life closely resembling that of Homeric times with its emphasis on brave deeds and a poet to immortalize them.

These were not the descendents of Homer. Their society dates back to the eighth and ninth centuries and the Saracen invasion of the Byzantine Empire. To defend their borders against the barbarians, the Byzantines stationed garrisons on the frontiers. Their soldiers founded a mountain race, fought heroically, and lived on in the songs of their descendents, who have handed down a continuous tradition of heroic oral poetry for over 1,000 years.

It is a poetic tradition unique in modern Europe. And it forms a body of oral literature which, Professor Notopoulos believes, presents the key to a fuller understanding of Homer.

Scholarship of this century, he explains, has already determined that Homer was an oral poet whose epics, composed in the 8th Century B.C., were handed down by word of mouth for two centuries until written down in the 6th Century B.C.

This is still a new concept, however, and it has been confused by the influence of scholars of the last century who applied to Homer standards of literary criticism based on the written word.

Such standards are false when applied to a poet who composed with the spoken word, using traditional formulas and themes of oral literature, Professor Notopoulos holds. His aim is to develop the true standards for Homeric criticism through an analysis of the nature and techniques of oral literature. By studying the surviving oral societies of Greece, so similar to that which produced the Homeric epics, he has already made some significant discoveries.

For instance, the division of the Iliad and the Odyssey into 24 books each has long been thought to represent the arbitrary editing of Hellenistic scholars. But, says Professor Notopoulos, "I have clocked the oral poets of Greece time after time, and their voices always give out after 500 to 600 lines. Each of the books of the Iliad and the Odyssey are just that length—the limit of a singer's vocal endurance."

Nineteenth century scholars also pointed to minor contradictions in parts of Homer as proof that he was not one but several poets. The truth is, says the Trinity professor, that any oral poet in the act of composition may understandably forget such details as whether a horse is black or white, for "in oral poetry the moment is king."

Except for the extreme length and the genius of the Homeric poems, the epic songs he recorded in Greece have the identical characteristics of the Iliad and the Odyssey, Professor Notopoulos states. Among the common features, he lists composition with traditional formulas or themes, loosely related episodes with a relative absence of logical criteria, and the strong element of audience participation as seen in frequent digressions which the poets make to suit their works to their audience of the moment.

Of necessity, a vital characteristic of an oral society is the tenacious memory of the people: lacking the written word, they must remember the spoken word to hand down their folklore to succeeding generations. Professor Notopoulos was amazed to discover illiterate men who could recite an entire 10,000-line poem by heart.

But civilization is fast dissolving the oral society of the Greek villages. The arrival of radio communications and written literature is relegating the oral folk traditions to the background. The children of the villages are raised in new schools and taught a new technology. Professor Notopoulos made his recordings among the generation over 40.

Further, he found in many communities another factor hastening the death of the oral tradition. Recent history has dealt all Greece a series of staggering blows in three wars, savage guerilla fighting, famine and the ever-present threat of communist invasion. "All this has left no leisure for the people, and calmness of soul
is necessary to carry on and refresh the epic tradition."

That is why he describes his trip as made "at quarter to twelve on the clock of time."

The trip was made with the cooperation of Greek scholars, but there were difficulties to be faced at every hand. On his arrival in September, 1952, he first experienced the "chaos compounded" of the government customs bureau, which took two months to clear his recording equipment for entry. A government which had seen the Germans infiltrate as "scientific expedition" only 14 years ago and which still faces the menace of communism and the problem of some Americans bringing in duty-free goods to sell on the black market could allow no flexibility for a scholar.

Once cleared by customs, he headed for the most isolated mountain regions of the country just as winter approached. Almost daily he risked his life on roads which were precipitous, rain-washed and gutted, sometimes nonexistent and frequently mined in case of war.

No matter what the conditions of weather or the poverty of the people, he found them everywhere hospitable, proud to recite their poetry, and eager to hear more of America.

As he travelled from village to village in his jeep, he learned that he was in a real sense an ambassador of the United States. He was asked hundreds of questions about American life, its schools, agriculture and industry, and about whether the new administration would continue its interest in Greece.

"All of them thought of America as a 'living angel,'" he discovered, because "the Marshall Plan and ECA put the Greek people back on their feet" after they had endured invasion by the Italians, then the Germans, and lastly a civil war by the communists. He returned feeling that "America has done a really worthwhile job in Greece with aid which has saved a people who are temperamentally allies of democracy. Today Greece is one of the healthy spots of anti-communism in Europe."

Professor Notopoulos' trip provided the material which will enable him to complete a book on "Homer, the Oral Poet." It will be eagerly awaited by the scholarly world.

Chapters already being published in classical language journals give promise that it will pioneer in opening up a broad new field of Homeric criticism.

Further, he has brought back a definitive collection of the rich musical folklore of Greece: 1011 songs, including traditional heroic poems, epics based on the unwritten history of the people in the Second World War, folk songs, dances, instrumental music, folk tales and some examples of Byzantine church music.

A copy of the entire collection will go to the Library of Congress, and an edition of the recordings will be made for use by colleges and universities, musicians, historians and other scholars.

For posterity, Professor Notopoulos has rescued from oblivion a people and a way of life which link us with our cultural past.

He chased them 15 years ago in Jerusalem.
Boys Are Back—No Need to Ask

By CLARENCE DEAN, ’33

As written in September for the Hartford Times

As unwavering as the turn of the seasons, now comes the great migration back to college.

New every year, it is always the same; whether at Yale or Dartmouth, Amherst or Trinity.

Under the stone arches by the Trinity post office, the black steamer trunks are piling up. Voices ride the wind that folds through the elms; faintly from the sunny field where the football squad is shaping up; clearly and vibrant from the open windows of Jarvis Hall and Northam Towers, Elton and Cook.

"BILL!"

"TOM!"

"How've you been!"

The dumfounding discovery that a person one knew could still be alive after an absence of two months... the mysteriously hilarious operation being conducted on the third floor... the ear-splitting screech of "C'est si bon" from the record player down the line... the clunking of suitcases being hauled up the wooden stairs... the polite and disturbing salute, "Good morning, SIR."

...ALONG CAMPUS WALKS uncomfortable freshmen are being towed by their parents. Mothers peer into dormitory rooms.

"I hope you'll keep warm—these high ceilings! And I'm going to get you some nice curtains for those windows."

Down at the southern far end of the quadrangle, workmen are backing out the doors in the new dormitory, even as the freshmen move in. The building is a century away from the varnished woodwork and fireplaces of Jarvis Hall—functional, compact; double-decker bunks with foam rubber mattresses, built-in wardrobe-dressers and steel desks.

Into the tiled halls, the freshmen carry their immemorial treasures: the "no parking" and "exit" signs, the gem that reads "No bill under $200 accepted here;" the pin-up girls—there is a special molding on the wall for tacks; the travel posters, which have succeeded banners.

A senior of sophistication explains it: "A quarter of the rooms are like this, a quarter of them are pigsties and the other half lie in between."

Bill Morrissey's card is tacked to the campus bulletin board.

"FOR ONE WEEK I see them," says Bill. "This is the week. Sofas they want mostly and chairs and rugs—the stuff the college doesn't provide. They like it humpty-dumpy, the more beat up the better. Of course it's price, but I think there's more to it than that. The more nonchalant and rougher it is, the better; it goes with their khaki pants."

Seven years ago, he sold an electric iron to two students.

"One of them kicked on the price, $2. But the other said, 'We can rent it out at a quarter a time'."

Every year since then he has had a couple of irons on hand, and sold them with the same argument.

...PANTS are the only apparel that students press. But they do their laundry, except for shirts, in the coin-operated machines in the basement of Cook 2.

Already the "wishy-washies" are churning. Farther down the basement, the turntables are spinning in the campus radio station—music from sweet to crazy through the courtesy of a toasted cigarette—and all day long the walks rumble from the hand trucks of baggage.

Fraternity Row along Vernon St. is coming to life. They are cutting the grass and raking the lawns. Upstairs in one of the houses someone is painting a room. Convertibles with out-of-state markers are parked in the driveways.

This is the week of settling down. Monday it will all be over and Trinity will begin classes for its 131st year.
Some books and articles recommended for reading include:

- **Gough, Ernest**, *Greek Political Theory: Plato and His Predecessors* (1918). Quite the best introduction there is to the study of the Republic and the Laws of Plato, considered as great classics of government.


- **Frazer, James Gordon**, *Golden Bough*. Most lazy people will prefer the one-volume abridgment. The original, 12 volumes with supplements, on the anthropology of religion, is one of the great books. Critics point out that the method of comparing remote peoples on single points is often misleading; though he knew well the Mediterranean and Near East, largely at second hand of course. His style is a treat. There are similar books but lesser, Westermarck's *Human Marriage*, for instance.

- **Freud, Sigmund**, *General Introduction to Psychoanalysis* (Tr., 1935, Joan Riviere). Best place to start for a general statement of his views, though more readable is *The Psychopathology of Everyday Life* in the Modern Library Basic Writings. His final views in his *Outline* (Tr., 1949 of 1938 original) are too briefly stated. *Civilization and Its Discontents* is a novel approach to contemporary problems.

- **Machiavelli, Niccolo**, *The Prince*. A handbook for dictators, a classic of politics. (Good edition by A. H. Gilbert.) *The Discourses* (Tr. and ed. by L. J. Walker) is a work (2 vols.) recently made available in inexpensive form. Machiavelli put down the brutal facts where others were traditional or sanctimonious.

- **Smith, Adam**, *Wealth of Nations* (1776). First great work of the modern science of economics, not as extremist as some who have built on him, an attractive presentation.

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**GLAZEBROOK, Francis H., '99, Abundant Life, Christopher Publishing House, 1952.** This alumnus speaks of good health for young and old based upon the value of physical preparedness. Dr. Glazebrook draws up a sound and beneficial guide to good daily living through frank discussions on factors in the everyday routine which affect health more than most realize.

Chapters are devoted to considerations of malnutrition, digestion, vitamins, reserve, infectious diseases, the common cold, and weight, just to name a few.

*Abundant Life* is illustrated with folksy talks and true-to-life incidents, keeping an optimistic outlook regarding disability and health from adolescence to far beyond the prime of life.—rls

**ST. JOHN, Robert, '25, This Was My World, Doubleday, 1953.** This well-known author and alumnus tells his own story from childhood days in rowdy and vibrant Chicago in the frantic twenties to his days as top-flight correspondent, radio commentator, and author in recent years.

Of special interest to Trinity men is his account of his short-lived college career on the Trin Campus. St. John reminisces favorite college pranks, sprinkling them with nostalgic descriptions of the campus and names of fellow-class-mates.

St. John was brought up on Chicago’s West Side, and there learned the newspaper business. Subsequent travels brought him to newspaper positions in Hartford, Oak Park, Cicero, Berwyn, Chicago, Philadelphia, Camden, Rutland, and New York City.

Here, in the vernacular language of the Fourth Estate, St. John tells modestly and candidly the off-record details of the great news stories of two decades such as the Seabury investigation for Jimmy Walker, the early campaigns of F.D.R., and human interest anecdotes of such celebrities as Hemingway, Baruch, Al Smith, and Einstein.

Though decidedly different from his last book, *Tongue of the Prophets*, this autobiography offers pleasant and enjoyable material for a night’s reading.—rls

**WRIGHT, Richardson, '10, A Sower Went Forth, Morehouse-Gorham, 1953.** Those who know the simply and beautifully written devotional works of Richardson Wright will be pleased to have this collection of meditations for the keeping of Lent. Much of the humanity and effectiveness of Dr. Wright’s expression lies in his use of analogies from gardening—a field which, as former editor of House and Garden magazine, he knows intimately, and one which makes especially clear the message of the Sower of men.—cbs

**BATTISTINI, Lawrence H., MA '41, Introducing Asia, John Day, 1953.** Review copy not yet received.

**ZIMMERN, Sir Alfred, H '47 “The American Road to Peace” Review copy not received.**

Today bare brick but tomorrow’s ivied walls—the new 137 man freshman dormitory has been enthusiastically praised by its first residents. Building is four stories at rear, with most of lower floor a lounge and game area. Proft, above, forms quadrangle with Elton Hall.
Trinity on TV

If a present trend continues, Trinity alumni may have to buy television sets if they want to keep in touch with their classmates.

A growing number of graduates are entering the TV field, and a goodly number have already been in the medium long enough to build reputations as successful directors, actors and newscasters.

Lacking any sort of survey to provide official statistics, almost a dozen names come to mind. Among the most prominent on the national TV networks is Tom Naud, '51, special events producer, sports editor and part-time announcer with Dave Garroway's "Today" show for the past 20 months.

"Television is a fascinating business, but there is no more interesting part of it than the news and special events side," Tom writes. "Day by day I am in contact with the events that go to fill the history books... I have had occasion to meet and interview such people as former President Truman, Aly Kahn, Henry Wallace, Rocky Marciano, Leo Durocher, President Eisenhower, Monte Irvin, Sam Snead, J. Fred Muggs, Jerry Lewis, Denise Darcel and such..."

Tom broke into the business by way of NBC's executive training program. Besides his multiple duties on "Today" he is planning a show of his own, and has recently finished a kinescope of it which is now making the rounds in search of a sponsor.

Like many another veteran radio personality, Lockwood Doty, '44, had made the big switch to TV. After three years with NBC in New York, he now handles the morning news round-up for WOR-TV. Movie Actor Gary Merrill, '38, has made TV guest appearances.

Another rising star in the new industry is Mike Kellin, '43, who features prominently in one of the newest hit shows, Ezio Pinza's "Bonino," over NBC-TV. He plays the role of Pinza's "good natured and devoted confidante and valet." In his spare time he has turned his attention to writing television scripts. Mike is already an experienced stage and screen actor, having contributed his talents to a number of Broadway shows, "Stalag 17" among them, and appeared in a number of movies. He also wrote the music for last year's Equity Library Theatre production of "Winterset."

Ken Wynne, '48, at WNHC-TV

Closer to home on New Haven's WNHC-TV Ken Wynne, Jr., '48, is assistant to the production manager. He directs some 90 percent of the station's live telecasts.

Other information on Trinity on TV is sketchy, and must be relayed with apologies for lack of detail and for probable omissions from the list.

Ted Steele, '39, is reported to be producing television shows for General Mills. Dick Oxford, '47, is producing and directing shows on the West Coast.

The technical end as well as the talent and production departments is represented in our television roster. Sam Edsall, '49, is an engineer for New Britain's WKNB-TV which is seen in this area. His classmate, Phil Hale, is in sales for the same station.

Right here at home, where three television stations will be erected in the very near future, there is already evidence that Hartford will provide a starting point for many more Trinity men in television. Bob Bacon, '51, and Jim Strongin, '48, are studying TV in preparation for local Station WTIC's entrance into the field, while Sereno Gammel '23 may convert his news show to TV.

Your Bulletin editor is anxious to receive other news on Trinity men in television.
All of us—students, parents, and teachers—have asked at one time or another: Why should we study a foreign language? The most fundamental answer of the teacher is that such a study represents an important medium in preparing students for future life. Actually, there are a number of advantages to be considered.

The vocational or practical aspect of acquiring a knowledge of another language must not be underrated. More than ever before our national interests and our task of defending our beliefs and ideals in an ever-changing world bring many of our citizens, mostly those of the younger generation, into close personal contact with people of other lands.

Countless thousands of Americans are faced with a language problem. Due to our geographic location we have had a less practical need for the study of languages in the past, and many of our young people come to college with a barely adequate background in language work. Psychologically, this is apt to be a hindrance, however unjustified.

The linguistic talents of our student body are every bit as keen as those of the youth of other nations. It is up to the language instructor to create a feeling of confidence in the students, to make a living language live.

The great gift of languages to mankind, and their value in a well-rounded education cannot be overlooked. We are apt to forget that the foundation of our culture is to be found in the classics. We should encourage a thorough training in them. In preparing an individual for life, our own outlook must not be a narrow one. We should bring to our students the culmination of human experiences as expressed in the great works of literature. This will bring about an enrichment of the students' mental life for which there is no substitute and without which they would not achieve that valuable intellectual quality that is based upon the ability to compare languages and cultures.

One of our first aims in language work is linguistic competence in the student's native tongue. An understanding of languages as a means of communication is part of the elementary training. Studying a foreign language contributes greatly toward this understanding. The student realizes at the very beginning of his language work that the seemingly strange sounds are the medium of expression of another people. As he learns and imitates and conquers these sound patterns, he acquires a linguistic awareness that a person who has had no contact with another language never possesses.

Learning a language is by no means a simple technique. There are no shortcuts in acquiring this knowledge by so-called "painless" efforts. We must face that fact squarely and be guided by it. At the beginning of my work with new students, I tell them that language learning requires work—hard work—and a certain amount of drudgery. All worthwhile endeavors in life require one's full powers of concentration.

As beginners in the study of a new language, the students will learn grammar, vocabulary, will translate passages, and will perform such tasks as practising pronunciation and memorizing. The elementary phase of the study is one of skill. However, if our study progresses in the proper spirit, it will act as a driving force. Once the incentive has been created in the students' minds, their own desires to carry on and learn more will inspire in them a confidence in their own ability and finally a competence in the use of the chosen language.

Son in High School?

If he is interested in coming to Trinity, and if you want to make sure he selects the proper high school courses for college preparation, here is a suggestion: Send a transcript of his past high school record with an outline of his future school program and a list of proposed courses to William R. Peelle, Acting Secretary of Admissions, Trinity College. Mr. Peelle will be glad to write you and let you know whether your son's program will satisfy the college entrance requirements.

To learn a living language, the faculties of speaking, reading, and writing must all be utilized, as well as those of listening and observing. A student should hear the foreign language spoken; he must attempt to formulate sentences himself; and finally, he must have instruction in the more formal phases of grammar and syntax.

The final stimulus to further his studies lies in his own ability to read and write his chosen tongue. Anyone who can read and write those of the youth of other nations, or can compare languages, will have had a less practical need for the study of languages in the past, and many of our young people come to college with a barely adequate background in language work. Psychologically, this is apt to be a hindrance, however unjustified.

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Jacobs Speaks Strongly for College Sports

Following is a condensation of an address made by President Jacobs on Nov. 17 before the Touchdown Club of New York:

I am a firm advocate of the great values of football and of other rugged competitive sports, when they are conducted as they should be conducted, as a part of the learning and physical development processes of the educational institution which fosters them.

I am convinced that there is nothing wrong with intercollegiate football which sound educational administration cannot and will not correct.

America desperately needs competitive sports. Our society is based on the value of competition by the individual, on individual initiative, the will without aid from government to conquer all obstacles. That's the nub of free enterprise. For the past couple of decades that ideal, that way of life, has been under serious attack. I am afraid it is true that even our youngsters today are less prone to accept rigorous discipline which is demanded for athletic success, the kind of self-sacrifice which athletic victory requires, than they used to be.

I am impatient, I admit frankly, with the well-meaning person who says blandly that "it doesn't matter whether you win or lose if you play the game." That is like telling the lawyer that it does not matter whether he wins or loses his case provided he does what he feels is required of him. It is like the surgeon saying that it is immaterial what fate his patient suffers provided his operative technique is flawless. I believe that the competitive spark, the will-to-win by fair means is of vital importance to our American boy and to the future of our nation; that when he loses that, if he ever does, we are going to be in trouble...

We must have that will-to-win, to preserve the fundamental values of our heritage. High school and college athletics, properly conducted, are an outstanding factor in the building of this attitude to the great good of our nation. We must not develop into a people who are easy losers. You can have the boy who walks off the field laughing and smiling and being the "good loser" after an athletic defeat. I'll take the boy who, while he has no excuse, no alibi and gives his opponent full credit, is nevertheless a tight-lipped, disappointed individual when he has failed to do the job he set out to do, which was to outscore the other man, or to beat him to the tape in the hundred or the mile. He is the boy who is determined to win the next time and he'll be the man. I am convinced, who will come back with the same kind of tight-lipped determination from a business setback or a lost law case or some other distressing incident which as a mature man he is sure to encounter more than once.

Let us never permit our people, youth or adults, to get that "what the hell" outlook on life. We will be in trouble the day that happens.

I am an educator. My business is that of helping prepare young men for useful, productive lives as heads of happy homes and as intelligent citizens and leaders of this republic. I want that education to be as effective as possible. I am convinced that for the young man who is physically fitted for it, football and intercollegiate competition are a first-rate complement to the work he does in the classroom, in the laboratory, and to the training on the campus.

But I insist that the young man who plays football be a representative student, one who has selected his institution solely because he believes he will obtain there the best possible education which he and his family can afford. I insist that he meet exactly the same entrance and academic standards required of the student who has no thought of being and no prospect of becoming an athlete. In fact, I'll try to get this latter boy interested in athletics; try to find some sport in which he can compete, not merely to build him physically, but perhaps to instill some of that will-to-win so that he'll be a better man in his chosen field, one who will react as he should when the experiment or research project does not work out quite as he thought it should.

Being in the business of trying to prepare men for effective citizenship, I am definitely not in the business of creating cynics. And it seems to me that the young man who is enticed to a college solely and simply because he is an outstanding athlete, without regard for his scholastic standing, and who is given financial advantages and job opportunities not available...
to the non-athlete, is entitled to be a cynic. And not less entitled to cynicism is the non-athlete student who knows that his athletic classmate is "getting the edge" on him because of that athletic prowess.

You and I know that this sort of thing happens; that it happens as a result of the misguided zeal of alumni, townspeople, booster clubs and sometimes even college officials; and at least with the complacent wink of the college officials themselves. And whether he likes it or not, the college president is responsible for what goes on at his institution. He cannot escape responsibility, much as he would like to do so, by feigning ignorance as to the athletic policies on his campus.

The men who have the interests of intercollegiate football at heart must wherever and whenever they can throw their weight against the practices I have mentioned. Progress is being made. Of this I am confident. The answer, I am sure, is largely one of maturity of thought, of the full realization of the functions of an institution of higher learning.

America, which needs to remain physically and mentally strong, physically and mentally tough, needs football. We need boys who play hard and lose hard; we need the Saturday afternoons in which those in the stands root hard and lose hard. I do not worry about the fact that football has become a great spectator sport. The man who stays at home and who does his rooting by television, while twirling his dial to catch parts of other games, does not belong in my book. There is nothing very intense about him. I like the spectator, the old alumnus, who goes out and wins with his football team or dies with it. And if television does work a sharp decrease in spectator numbers, thus diminishing the income through which our colleges have helped support their athletic programs, then it is simply up to the colleges to make up the difference in the continuation of good, well-run and not extravagant athletic programs. Football can be scaled down financially without loss of real effectiveness in the program if all work out their programs together.

America needs football—but needs it as a game conducted as part of the learning process for students in the well-rounded college education of which intercollegiate sport is an integral part... But we insist that it be football as football, as a part of the boy's preparation for life, and not football as a show put on by a few specialists on a Saturday afternoon.

Thursday Service Change Follows
Religious Program Study by Chaplain

In order to adapt the Thursday afternoon Chapel services to the present needs and nature of the College community, the sermons which for several years have comprised the services have been replaced by hymns and prayers.

Chaplain Gerald B. O'Grady, Jr. has explained the change with an analysis of Trinity's over-all religious program, which he described as having three component parts: the academic and intellectual, the expression of faith in works, and the "direct confrontation of God" in worship and prayer.

The first, he said, includes formal study in the curriculum: "a serious and penetrating classroom analysis of religion, its relation to other areas of study and its very vital effect on the development of Western culture." This function is also fulfilled, he added, in various informal study groups held throughout the year.

The second factor, expression of faith in works, is demonstrated in the service activities of the Christian Association and religious clubs and in parish churches and synagogues.

Worship, he stressed, presents a problem in a community of mixed faiths. "Every man here really straddles two communities: The community of his own faith with its particular customs and folkways and its normal modes of expression in worship, and the community of the College, a community of men bound together by our common enterprise in the search for truth."

"In the past, the Thursday services have consisted of sermons or addresses bracketed by hymns. As addresses they were much too short to be effective, and too much like the steady diet in the classroom. As sermons there was the difficulty that a sermon finds its full significance in the full context of worship according to the customs of a particular faith, and in a community of mixed faiths there is no one context of worship which is familiar to all.

"Since the intellectual benefits may be sought in the classroom, and sermons are heard in the church or synagogue, or in fuller worship in the Chapel on Sunday, it seems wise to search for a type of service on Thursdays which can be an expression to God of the common concerns of a mixed community. In the future, these services will consist of intercessions and hymns, except for a few special occasions in the College year," Chaplain O'Grady concluded.

Publications in Stock

Why Trinity—a twenty-four page pictorial booklet for young men interested in attending Trinity College. Free.

The 1954 catalogue is now available with a wealth of information about the College. Free.


1952-53 Reports of the President, Dean and Librarian. Free.

Why Mathematics—a career study of the opportunities in mathematics and Trinity program in this field. Free.

Costello Book List—literature recommended for reading by Trinity College. $1.10

Chapel of Trinity College—a booklet describing the interior of the Chapel and telling of its history. $1.10

Geology of the Trinity Campus—$8.60

Trinity College in Pictures—a sixteen page reprint of the catalogue picture section with a guide for visitors to the campus.

Trinity is a Family Affair—a message to Parents of Alumni from President Jacobs.

Leaders for Hartford and American Democracy—a pamphlet on Trinity's contribution to Hartford.

Case Histories of College Churchmanship, a companion of secularism and religion in college, a folder. Free.

The Seabury Scholarship Plan of church-supported student aid, a pamphlet. Free.

Please address requests to
PUBLIC RELATIONS OFFICE

TRINITY COLLEGE
Meet William T. O'Hara, a junior from New Haven a George Matthew Thompson Scholar, and receiver in the greatest play in Trinity history.

At Trinity Bill has shown unusual ability for making extra-curricular contributions to College activities while still maintaining a scholarship average. It is an ability which became apparent during his years at Hillhouse High, where he held the presidency of his junior and senior classes and the assistant chairmanship of the student council among other posts.

An economics major who plans to be a lawyer, Bill found the time during his first two years at College to serve as Freshman Representative for the Campus Chest, member of the Inter-Dormitory Council, announcer for WRTC, and a member of the lacrosse team. Last year he was elected to the Sophomore Dining Club, official welcoming body for the College.

This year he has been named a Junior Advisor, is fraternity and club representative for the Campus Chest, a member of the Jesters, vice president of the Newman Club, and active in the Political Science Club.

To defray expenses he worked in the dining hall during his freshman and sophomore years, and he now waits on table at his fraternity, Alpha Delta Phi, besides doing odd jobs about the campus. Last summer he worked for the New Haven Railroad, and the previous summer was on the maintenance staff at Yale.

The scholarship he holds is one of 26 made possible by the largest scholarship bequest in Trinity's history. It is the gift of the late Rev. Dr. Thompson, Rector of Christ Church in Greenwich from 1895 to 1924 and one of Connecticut's most prominent Episcopal clergy­men. In 1920 he received the honorary degree of Doctor of Divinity from Trinity. On his retirement he became associate preacher at St. Stephen's Church, New York, until his death in 1948, when he left Trinity a legacy in excess of $140,000 for students of "sound character and scholastic attainments who might otherwise not be able to secure a College education." In the Thompson to O'Hara play he is again proving that:

**Great Men Live Forever**

The FORM FOR BEQUEST TO TRINITY COLLEGE—"I give, devise and bequeath to Trustees of Trinity College, a corporation existing under and by virtue of a special act of the General Assembly of the State of Connecticut and located in the city and county of Hartford, State of Connecticut, the sum of $____ or dollars (or otherwise describe the gift) to be used (or, the income to be used) for the following purposes: (here specify the purposes for which the gift (or the income therefrom) is to be used)."

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**Foreign Languages**

Continued from page 13

The study of languages will create a keener appreciation of the students' own language and tend to make the foreign language less foreign.

With active participation on the part of the students, we gradually turn from the use of every-day language to the introduction of literature of everlasting value. The eternal questions of mankind live in the classics of every language. The study of these will be a decidedly helping hand in character development. As both educators and citizens of the modern world we must realize that literature, art, music, and all humanity are one. Our presentation of any one of these fields of study should follow along such lines. We must, of course, point out each nation's contributions to the general trend in literature and its influence upon the other nations. In this way languages will prove their true meaning, for they are the means of intercommunication of universal culture.

Because languages are the means by which human thoughts are conveyed, they bring to us a great message. They help us to realize that our neighbors here and across the seas are all human beings, that each tongue has its own peculiar charm and its own expression of thought, and that the various tongues have made their contributions to the world and its culture. We are led to the realization that those other nations are not as foreign to us as may at first appear. The study of languages teaches us tolerance in its broadest sense, a quality of which the world is so immensely in need in this our 20th century.