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“Bright young men” from Trin, Wesleyan Survey Says

In what the New York Herald-Tribune called the “first definitive answer to where all the ‘bright young men’ come from,” two Wesleyan professors have found that 50 “distinguished institutions” produce more than 10 outstanding male scholars for each 1,000 graduates.

Trinity ranked 33rd among the colleges leading in production of graduates “dedicated to advanced scholarly endeavor” who receive Ph.D.’s or full time tuition scholarships from leading universities or Federal fellowships for graduate study, or win fellowships from private foundations on the basis of scholarship and promise in open competition.

Compiled by Professors Robert K. Knapp and Joseph G. Greenbaugh of Wesleyan under the Ford Fund for the Advancement of Education, the list is headed by Swarthmore with 61.2 scholars per thousand. The study, being published in book form, is not yet public as this magazine goes to press.

Partial results furnished us by Wesleyan indicate that some of the other schools on the list are Reed, Chicago, Oberlin, Haverford, Princeton, Antioch, Harvard, Yale, Queens, Wesleyan, Johns Hopkins, M.I.T., Columbia, Amherst, Williams, Brooklyn, Hamilton, and Dartmouth.

Twenty institutions with the highest indices for science, humanities, and social studies were also listed, with Haverford heading the humanities list, Swarthmore the social studies list, and California Institute of Technology the science list. Trinity placed 13th in production of scholars in the humanities, while Wesleyan placed on the social sciences list only. Neither college placed on the science list because of the large proportion of premedical students graduated among their science majors. The researchers verified the outstanding contribution of the private liberal arts college. Of the 50 colleges, only four are publicly controlled, 31 are liberal arts, 12 are universities, and three are technical schools. Eighteen have a religious affiliation, a “striking figure” according to the researchers, as “38 per cent of the liberal arts schools on the list have some sectarian ties.”

A study of 138 liberal arts colleges in the survey indicated that there “appears to be” maximum production of scholars in institutions graduating 100 to 140 students annually.

On the cost of attendance, the researchers found a “very striking pattern” indicating that the rate of production of scholars among the most costly fifth of the liberal arts colleges “is several times” that of the remaining four fifths.

Northeastern colleges were found most productive of scholars, while no significant difference was found between colleges for men only and coeducational colleges.

and Among the “Best Known”

It’s also Trin—“Who’s Who”

One hundred Trinity alumni are listed in the 1950 edition of “Who’s Who in America,” according to a survey conducted for colleges and universities. With slightly more than two in every hundred living alumni listed, Trinity was one of the leading colleges in the percentage of alumni so recognized. Trinity was eighth among all colleges and universities in percentage of alumni listed in 1958 but no similar rank was compiled in the recent study. A count in 1928 listed 51 Trinity alumni. In 1938 there were 53. The increase in the number of alumni added between 1938 and 1950 is even more remarkable in that, because of the growth of enrollment, more than half of the college’s alumni were then under 35 years of age.
On Campus

BY THE TIME YOU READ THIS, Dr. Albert C. Jacobs will have arrived at Trinity to begin his new presidential duties, but at press time he was finishing his three year term as chancellor of the University of Denver.

When Dr. Jacobs sat down at his new desk here, he was to have an envelope originally addressed by the Rev. President Flavel S. Luther. Like Dr. Jacobs a friend of President Eisenhower, Dr. Luther was also a close personal friend of a United States President, Theodore Roosevelt. Dr. Luther had left the envelope for his successor, Dr. Remsen B. Ogilby. Acting President Hughes had found it after Dr. Ogilby's death and put it out for Keith Funston on his first day as president and was to repeat the service for Dr. Jacobs. Dr. Luther's legacy, "to my successor in office, with my compliments—it has often comforted me," was a postcard from Richard's Restaurant in Philadelphia bearing the epigram: "Life is simply one damn thing after another."

Noted epigrams by Dr. Luther himself in a collection of clippings recently given the College by the Rev. George F. Kempsett, Jr. of Scarsdale, N. Y.: "Do not be an educated loafer. Education costs too much in time and money not to be made use of."

"Locomotives and parlor cars cost about the same. Be a locomotive and 'get there,' not a parlor car that has to be pulled."

"Very few men die of overwork. Worry, and cocktails kill a great many."

"It is no crime to get rich honestly."

ENROLLMENT WAS 902 FOR the Trinity term as Dean of Students Joe Clarke (also newly appointed Registrar) unveiled a new idea at registration on February 2. Advisors were equipped with photostatic copies of master college record cards for the first time. And copies of the master record were issued students and parents as grade cards. Advisors and students were able to make an accurate check on fulfillment of degree requirements for the first time. "Incompletes" and credits transferred from other colleges and summer schools were available for checking. Faculty members were enthusiastic. And Dean Clarke's clerical staff found that their work had been sliced to a fraction of their former copying, with no chance for error under the new system. A second hand photocopying machine has been installed in the basement of Williams Memorial to turn out the transcripts. The Central Services office will also produce copies of rare library items, office forms and classroom materials on the machine.

THE JESTER'S READING OF T. S. ELIOT'S "Murder in the Cathedral" attracted an overflow audience to the North (Fraternity) Chapel in December for what a Hartford Times reviewer called "a rewarding and highly successful experiment... a beautiful and moving performance of a fascinating work." Encouraged by the success of the morality play reading in the Chapel, the Jesters staged a full scale production there of Christopher Fry's "Sleep of Prisoners" on March 5-7.

ART INSTRUCTOR MITCHEL PAPPAS, who won the Rockport Art Association's first place award last summer as a first-time exhibitor, took another honor when his tempera painting, "Polynesia" was selected for showing in the Audubon Annual Exhibit at the National Academy Galleries in New York City.

AND PROFESSOR CLARENCE WATERS is recording late at night on the Chapel organ, trying to keep up with the demand for his records which are best sellers in the long-playing, small company field. Typical of comments coming in from all over the country is the following by Stewart Matter, music critic of the Cleveland Plain Dealer:

"The most striking organ recording ever achieved is the richly inspiring symphonic poem 'The Stations of the Cross' by the celebrated French organist Marcel Dupre, played with consummate artistry by Clarence Watters on the magnificent chapel organ of Trinity College, Hartford, Connecticut. I had never believed that such complete naturalness of tone, such dynamic range, that elusive extra-dimensional effect could be so faithfully captured. Both the nature and content of the music coupled with the playing of one of the world's greatest artists impressed me deeply."

THE TWENTIETH ANNIVERSARY of the completion of the Chapel was marked by 58 of the workmen who built it as they gathered in December for their annual meeting. A few days earlier, Assistant Chaplain Eugene V. N. Goethchius had been elevated to the priesthood in the first ordination ever held in the Chapel.

THE INCREASING SERIOUSNESS of purpose of Trinity fraternities is reflected in the growing number of fraternity public service projects which have won public attention this winter.

Fifty members of Delta Phi collected "everything from soup to nuts" in a house to house canvas for "Mom" Bazinet's Thanksgiving basket collection to benefit needy Hartford families. The brothers netted $539 in goods and $69 in cash in a Sunday afternoon.

Delta Phi and Sigma Nu entertained underprivileged children at Christmastide.

Theta Xi sponsored a Sweetheart Ball at the Hartford Club on February 13 for the Heart Fund, raising $1200 for the fight against the nation's leading killer.
SIX HUNDRED TRINITY STUDENTS raised their right hands in the hushed State Armory last month and solemnly accepted the oath of civilian defense volunteers. As they completed the oath, they were the biggest single group of workers now in Connecticut's CD organization. And after a four hour course in stretcher bearing they were prepared to move disaster victims to medical centers.

Mostly Air ROTC cadets, the students filled in a big blank in Connecticut's CD organization. Brig. Gen. William D. Heskeath said that until then, Hartford had no trained volunteers who could handle stretcher cases. He estimated that 20,000 to 24,000 non-ambulatory victims would need aid if Hartford's critical industries were bombed.

Fire Chief Henry G. Thomas, a long-time friend of the college and director of Hartford's CD organization, said that he was "proud, delighted and grateful" for the student help.

FRESHMAN MORALE AND RECREATION situation has been best this year since establishment of delayed fraternity rushing four years ago, college officers agree. The new junior advisor plan, a complete program of intercollegiate parties, dormitory self-discipline, intramural sports, and faculty counsel have all contributed. Result: the all-freshman average at mid-years was two percentage points higher than it was a year ago, while the all-college average was up only one per cent.

Assigning of two top juniors to live in each freshman dormitory section to advise the new students has worked well in its first year. Selected by the Deans, the junior advisors for next year will be announced within a few weeks. The advisorships are considered the top honor for juniors.

The freshman interdormitory council is responsible for welfare of dorm residents, reporting shortages of hot water, plumbing breakdowns, etc. They also have a disciplinary function in case any individual makes himself a nuisance to the rest of the dorm. This year, the council established regular evening study hours.

Ten freshmen of the class executive council run the recreational program. So far, they have engineered home and home dances with Oxford School and Connecticut College and arranged parties with freshmen at Smith and Vassar Colleges and the Hartford Hospital School of Nursing.

Continued on page 16

The College,

By Dr. Albert C. Jacobs

Writing in 1750 to one of Connecticut's most distinguished Episcopal clergymen, Dr. Samuel Johnson of Stratford, Benjamin Franklin declared, "I think with you, that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the strength of a state far more so than riches or arms." In writing this letter Franklin was seeking to persuade Dr. Johnson to become the president of a newly formed academy, now the University of Pennsylvania. That the latter declined and instead three years later accepted the call to become the first president of King's College, now Columbia University, is parenthetically interesting. But of genuine significance is the fact that both institutions firmly believed in the truth which Franklin had stated.

Never more than now, two centuries later, has that statement had greater significance, especially with the accent on "wisdom and virtue." This is not only because education is the foundation strength of a nation such as ours, but also because the tendencies of present education cause considerable concern. 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
Scholarship and Public Service

must deal with multiple problems and challenges in a complex world. Liberal arts is the professional training for leadership.

The multiplicity of the problems and the complexity of civilization have of themselves furthered this tendency toward specialization, when in actuality the fundamental proposition which Franklin enunciated two hundred years ago regarding citizenship training is as vital and valid today and as answerable through the liberal arts college. Indeed, furtherance of our republic demands the furtherance of citizenship training. As Washington expressed it "in proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

What we need is a citizenry with wisdom and knowledge and a sense of responsibility concerning the basic problems of mankind, a concerned electorate constantly seeking more intelligent action both in and out of government, endeavoring to discover what is truly in the public interest. Each to the best of his ability and according to his peculiar talents must take an active interest in the affairs of our nation—local, state and federal. He must do so by participating in community projects, by sound discussion of public issues, by voting and voting intelligently, by an awareness of legislative and budgetary matters, of candidates for public office; and yes, when qualified, by running for office himself or accepting appointment to office.

This is not to reject necessary specialization or to suggest the subordination of success in one's chosen field. Such success has been and will continue to be fundamental of our nation's strength, a strength based upon the totality of ingenuity and excellence of accomplishment in manifold areas. But such success alone will not be adequate if "government of the people, by the people, for the people," is long to endure.

An intelligent awareness of public problems must be accompanied by an ethical understanding of what constitutes the public interest. This requires more than just an academic exercise in morality and public polity. It would be splendid if each college graduate, each college student and each faculty member would study seriously his relationship to the public interest, if he would devise his own formula to further that interest, if our institutions of higher learning would carefully survey this vital area. I propose it as the central core of liberal arts training.

An independent liberal arts institution such as Trinity is peculiarly fitted to inculcate and further this ideal. It is equipped not only for that practical, pre-professional vocational education but for that larger mission so sorely needed of training for responsible enlightened citizenship. This institution exists to serve and to further the republic and the morality which have given it birth and nurture. It cannot, it must not, turn all its resources inward; to do so would be both false to the ideal of its creation and to its greater opportunities. Its greatest opportunity is to set a standard for excellence in liberal arts education, in education for citizenship and leadership. Here is both an opportunity and a duty which must be fully met. I hasten to add, however, that the zeal for service must not make us lose sight of the zeal for scholarship. The two are inseparable; hence we must make ever more attractive the rewards for productive scholarship as well as ever more effective the readiness and accessibility of our faculty and our graduates for public service.

All of this poses challenge and opportunity for Trinity. Holding with the words of Franklin "that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue," I have accepted the call to this historic institution. Together we shall make its splendid tradition of service ever more meaningful in our times and for posterity.
BUILDING-FIVE CONSTRUCTION JOBS CONTINUE CAMPUS DEVELOPMENT

Foundation laying for a new half-million dollar dormitory and completion of the addition to Hallden Laboratory and three building projects connected with the new library mark steady progress in Trinity's development program for 1950-60, now some two million dollars along a seven and a half million dollar road.

A special trustees meeting was called in January to consider the urgent necessity of dormitory construction in order to accept a normal size freshman class next September, relieve present dormitory overcrowding, and permit Hartford area students to live on campus. A 135-man unit forming a quadrangle with Elton Hall at the South Campus was authorized. No capital gifts were on hand to finance the dormitory, but Trustees were confident that alumni and friends would back up their action.

There are now about 600 students living in dormitories and fraternity houses while an additional 30 students from out-of-town are renting rooms off campus, an emergency exception made last fall to normal policy. The dormitories are overcrowded by about 40 men. Only a small group of resident students will be graduated in June. Without a new dormitory, consequently, the College could not have accepted a normal class of 225-250 men next fall. Many Hartford area boys whose
New quarters for the Air Force R.O.T.C., now involving 16 teachers, 600 students and tons of supplies, have been constructed in the sub-basement of the new library at a cost of $65,000. Nine private offices, three general offices, and supply rooms have consolidated ROTC activities in space gained as a "bonus" when excavating for the library foundations.

first choice had been Trinity have felt obliged to go elsewhere because the college did not have campus quarters for them.

The new dorm is intended to be an all-freshman living unit, with double rooms, single rooms, suites for junior advisors, a lounge, a game room, and a trunk room. It will be a combined T and L shape, four stories in height of reinforced concrete construction with brick and limestone exterior. It will form a quadrangle with Elton Hall. All furniture will be built in except chairs and desks. A number of improvements suggested by experience with Elton Hall are being incorporated in the new structure by Architect Robert B. O'Connor, '16.

$65,000 in basic structural alterations is being undertaken in Williams Memorial, the old library building, in the first step toward student, administrative and faculty use. There is not enough cash on hand to finish the job, however, and three floors of badly needed space must go unused until funds are given.

The Hallden Machine Co. of Thomaston, owned by Karl Hallden, '09, has given the $45,000 addition to the Hallden Engineering Laboratory pictured at the right above. The new wing houses a large laboratory and two small classrooms which may be combined by opening a modernfold partition. The classrooms in use for engineering drawing are pictured below, right. A corner of the well lighted laboratory is at the left. A full basement under the wing was built with a $7,500 grant from the Hartford Foundation for Public Giving as a maintenance shop.
THEOLOGY IN PRACTICE

"We need colleges which are not ashamed to proclaim the Jewish-Christian clue to real understanding,-that all of reality is God's."

By the Rev. Gerald B. O'Grady, Jr., Chaplain of the College

condensed from a sermon delivered at an alumni service at the Church of the Epiphany, New York City.

A short time ago I took my two young sons to a movie which had to do with Indians, Canadian Mounties, a bad white man, and, of course, a beautiful white girl. At one point the bad white man was about to be executed by the Indians. The man was spread-eagled, the method of execution was interesting. The man was strapped to two horses, aimed in opposite directions. At a signal, the two horses were to gallop off in opposite directions, pulling the ropes, with obvious results for the bad man.

Something like this is being done to thousands of students in the educational process. A student is an individual; he has one soul, one mind, one set of emotions, and he lives in one world. If he's going to stay healthy and whole in his understanding of himself and of life, he's got to see things whole.

But the American educational system is essentially analytical—the curriculum is fragmented into various aspects of reality, each of which has its particular channel of inquiry. Seldom is a successful job done of helping the student to make a synthesis, in which he brings his knowledge of these various aspects of reality together for an integrated understanding of the creature, man.

A second difficulty is specialization. The subject in which we specialize looms larger and larger as it occupies more and more of our thought until we finally tend to say, "this is all there is," or, "this study of mine is the basic one, the one which gives the real clue to understanding life, the one beside which all others look pale and dull."

A third problem is vocationalism which looks at the Humanities, or the so-called cultural courses, and says "what good will they do you later?"—which being interpreted means "can you use it in the office?" That mentality would turn all educational institutions into training schools, training men for (that disgusting phrase) 'their niche in life.' We can train monkeys, but the job is to educate men.

May I suggest that more hours of man's life are spent away from work than at it; that the development of those sides of him which are NOT vocational are crucially important; that it is extremely important to him, to his family, and to the nation what he does with his leisure.

Do I dare suggest, putting it more positively, that one of the primary purposes of education is to bring out the whole man, and to bring him out whole—to stimulate him and inform him and enrich him. He must come out a bigger and fuller and richer person, who is then better prepared to make rewarding use of his leisure, to work better, and, I might say, to sleep better, without the haunting nightmares of insecurity and boredom and frustration and self-hatred.

Not everywhere, but almost everywhere, the public educational system in grade and high school is atheistic. Because of our misunderstanding of freedom of religion and of the significance of the separation of Church and State, and because the variety of faiths and denominations makes religion a hot potato to handle, religion is excluded from the curriculum. The student gets, or can get, practically everything else. In other words, we have a system which appears to give a complete education, which supposedly can produce the finished product of the educated man, but the study of the mighty acts of God, whose world this is, is not here. This is atheism-by-implication; it implies that one can have an adequate understanding of all reality without bringing God into the picture at all.

Meanwhile, the state institutions, and also some of the private ones, present an equally truncated view of life which is entirely horizontal. If the student is lucky enough to make any synthesis at all, his perspectives are still earthbound. He may have put together the pieces from the natural sciences, the social sciences, and perhaps a little from literature, but he comes up with a horizontal view which lacks the depth and perspective which is nec-
essay to understanding all of reality. Without the vertical perspective, without some basic theology and some understanding of its relevance to those horizontal disciplines, again he has a distorted view of the totality of things.

In morals this leads to the deadly disease of relativism. Relativism presents us with a gruesome picture in which there are no real standards of moral behavior any more, but simply the norms and averages of what people actually do, with no concern for what they ought to do.

We need colleges which are not ashamed to proclaim the Jewish-Christian clue to real understanding—that all of reality is God's. What we study analytically in its various separate parts is essentially ONE—it is God's world. He created it. He guides it by His constant interaction with it. He has an ultimate purpose for it. This means that fragmentation is not final. We must put it together again, realizing that the whole of reality cannot be understood apart from some understanding of Him. The cure for fragmentation in education lies in colleges which are not afraid to teach from a definitely theistic point of view, in open competition with those who teach from an atheistic point of view. With a God-centered point of view we can make a mosaic, a coherent picture, out of fragments of knowledge.

The medicine for the diseases of narrow specialization and of vocationalism is similar. Let us run up the flag of the liberal arts, with a broad exposure to many 'cultural courses,' to much literature, to the arts, to theology and the study of man, to the study of the world as God's world, and the study of man as God's creature and child, loading the curriculum with the courses which will educate, not train, which will make a bigger man, capable of a richer life, not a monkey trained for one job, and slowly falling apart in his leisure hours.

In the third area, the general irreligiousness of so many colleges and universities, we need the medicine of good solid courses in religion, offered within the formal curriculum, presented with the same scholarship and intensity as any other subject. We need to stress the making of a real Chapel life—not just pious lectures bracketed by hymns, but a full corporate expression of life—presenting to God every week our work and our leisure, our scholarship and our laziness, our hurts and our healings, sins and forgivenesses—presenting what is good for God's blessing, and what is poor for His forgiveness and cleansing.

Such a Chapel can spread its contagion throughout the whole collegiate community. It reaches students who are lost and lonely, confused, or frustrated. It energizes those who are ready for campus and community activity, and raises them higher.

We see the need for the medicine of the small college, the community in which the faith of the teacher can be communicated to the student because the student has a chance to know the teacher . . . the community in which students are not cursed with the vast seething impersonality of the large place, but are blessed with many rich and rewarding relationships with instructors and with each other.

All this is the area of practical theology, which simply means theology in practice—in a God-centered community.

### Faculty Profile

**18 Years in China and 18 Years at Trinity give Perceptive Americanism to Dr. Bard McNulty**

At age 36, Bard McNulty has reached the point where his life is divided into neat halves—18 years in China as a missionary's son, and 18 years at Trinity. The contrast of his boyhood and adult lives has sharpened his perception of American life, and is reflected in three courses which he has introduced to Trinity as assistant professor of English: the American language, writing for publication, and foreign views on American literature. It shows up again in articles he has sold recently to newspaper magazine sections on Noah Webster's first spelling book, on American Language, on the terminology of square dancing, and on pocket book literature.

Since September, he has applied his knowledge and curiosity as the State's editorial consultant on the informative publications of Connecticut, attempting to eliminate duplication and improve quality of State bulletins on agriculture, health, education, etc.

Dr. McNulty spent only one of his first eighteen years out of China, with his maternal grandfather who was canon of the Toronto, Canada, Episcopal Cathedral. And he spent only one of his American years away from Trinity, 1938-39 when he studied at Columbia for his Master's degree. He returned to Trinity in 1939 as an instructor, commuting to Yale for doctoral studies. He earned his Ph.D. in 1944 with a thesis on Wordsworth. He has continued study of the British poet, publishing about a paper a year on this scholarly research. As a result, he has formulated a new theory, which may prove of major scholarly importance, about the relationship between Wordsworth and Milton.

During his early years on the faculty, Dr. McNulty doubled as alumni secretary and magazine editor for two years and coached the Jesters, in which he had played comedy roles as an undergraduate.

He was married in 1942 and lived in Ogilby Hall until a growing family (Henry in 1947 and Sarah in 1950) turned his interests into housebuilding. With his wife, Marjorie, he built a six-room ranch style home in Glastonbury two years ago and has become an enthusiastic gardener. Investigating a new level of American culture he has recently mastered the art of square dancing and become vice-president of the Greater Hartford Square Dance Club, and a "caller" in increasing demand by young people's groups.

### BOOKS

**For Prof. Costello's 92-page list of recommended reading**

Send $1.10 to publications office Trinity College Hartford 6, Conn.

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**CHAPEL BOOK**

76 pages, illustrated

Send $1.10 to Publications Office

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**TRINITY COLLEGE**
The following are selections from the great books in natural science listed in Chapter One of the college's recommended reading list, compiled by Professor Costello. The Booklist is available from the college at $1.10.

Bell, Eric Temple, *Men of Mathematics* (1937) Almost the only popular book on the history of mathematics that is readable even by the non-mathematical, though Alfred Hooper's *Makers of Mathematics* (1948) is good to 1800.

Darwin, Charles, *Voyage of the Beagle* (1839), *Origin of Species* (1859) In the former one is amazed by his observing powers, the fertility of his hypotheses, and the keenly critical testing of them. The latter is of course an epoch-making book and a very readable one, teaching a lesson of scientific caution and open-mindedness. His lesser books are often very pleasing, *Expression of the Emotions, Formation of Vegetable Mould, The Life and Letters*, both of Darwin and T. H. Huxley, make delightful reading.

Eddington, Arthur, *Nature of the Physical World* (1928) Has become something of a classic. Astrophysicist, Kantian philosopher, and mystic, Eddington was a remarkable mind.

Hooton, Earnest A., *Up from the Ape* (Revised ed., 1946) One of the best books on physical anthropology—rather solid, but with quips by the author, who is always entertaining. In *Ape's, Men and Morons* (1937) he thinks the morons are winning.

Hoyle, Fred, *The Nature of the Universe* (1950) A great feat of popularizing the amazing advances in astrophysics and the creation of worlds. Hoyle at the end outruns his evidence, and needs to be checked by G. J. Whitrow, *The Structure of the Universe* (1949) and especially William M. Smart, *The Origin of the Earth* (1951).


Major, Ralph, *Disease and Destiny* (1936) A good book on the important subject of the influence of diseases and plagues upon the course of history. L. J. Warshaw, *Malaria* (1949), is another good one.


Simpson, George G., *Meaning of Evolution* (1949) The first chapter, if read at all, needs a chart of geological periods. The rest of the book is the best analysis of the present status of Darwinism to be found anywhere. (Abridged in Mentor Books, 1951)

White, Gilbert, *Natural History of Selborne* (1789) (Everyman's) An early nature book, it remains one of the best.

Take Tip From Banks

The old excuse that the library was closed when they tried to bring the book back won't work on overdue volumes at the new college library. Taking a lesson from modern banks, the College installed a night depository book return slot near the main door.

**Alumni Bookshelf**

ST. JOHN, Robert, '25, *Tongue of the Prophets*, Doubleday, 1952. An alumnus has found and told well one of the greatest true stories of modern times in the first English biography of the Jewish scholar and teacher, Ben Yehuda. It is not generally realized that before 1880, Hebrew was as dead a language as Latin. Jews all over the world knew not the common tongue which in 1948 was to permit them to again come together in free and independent Israel.

St. John tells the story of the man who, in his words, "made it possible for several million people to order groceries, drive cattle, make love, and curse out their neighbors in a language which until his day had been fit only for Talmudic argument and prayer . . . a faithful fanatic who had two great love affairs, made enemies of his best friends, went to prison for his beliefs, was always on the verge of death from tuberculosis, yet fathered eleven children, gathered the material for a sixteen-volume dictionary unlike any philosophical work ever conceived, authored plays, a geography, and two of the most urgent 'appeals' ever addressed to his own people, and died while working on the word for 'soul' . . ."

In writing one of the finest biographies of the year, St. John has produced a book which will introduce modern Jewish history to thousands of non-Jews, and in so doing he is effectively teaching understanding. From that standpoint alone, his book is one of the most significant on Trinity's alumni bookshelf.

MALCOLM-SMITH, George, '25, *The Square Peg*, Doubleday, 1952. This alumnus never lets pass an opportunity to help his Alma Mater. This year he is serving as chairman of the Alumni Fund, and last year he was writing Trinity into his newest novel.

The hero is a Trinity grad who becomes a psychologist and personnel expert. The laughs begin when he goes to work for a nationwide firm which, unbeknownst to him, specializes in bookmaking, slot machines and more or less refined racketeers. Having graduated from Trin, he naturally pleases his bosses by recommending personnel changes which "strengthen" the organization. Further local interest is introduced in location of the national office on Wall Street, lunches in Trinity Church yard, etc. The F.B.I. rescues our naive hero before he becomes of court interest . . . but you'll find a good evening's entertainment in reading just how.

George has already made Broadway and Hollywood with his earlier successes. His new book is equally good.
Watkinson Library

Its value for reference has been overshadowed in the public mind by its collector's items.

The fame of the treasures of the Watkinson Library has obscured the fact that Trinity has obtained a first class working library for research and study in the Watkinson merger, according to Miss Ruth A. Kerr, librarian of the collection since 1934.

The 130,000 volume collections were selected by scholarly gentlemen-in-charge who were among the outstanding professional librarians of their day. Apart from their Watkinson duties, they held such posts as Connecticut Secretary of State, two presidencies of the American Library Association, compiler of Poole's Index to Periodicals, and librarianships at Trinity, Williams, Amherst, the Connecticut State Library, and the Newberry Library in Chicago.

The librarians were assisted by the noted bookmen who served on the Watkinson Board and by other scholars who presented their own carefully selected collections to the library.

Literature in an estimated 200 languages is included, with comprehensive collections of classics in German, Italian and French which actually overshadow the more noted American Indian volumes.

There are more than 2,500 different periodical titles, many in complete sets. In such literary magazines as the "Athenaeum," "Quarterly Review," or "Gentleman's Magazine," students find what contemporary critics like Sam Johnson wrote about the Brontes, Thackeray, Shelley, Fenimore Cooper and other 19th century authors. Or they can read the words of Tom Paine which fanned the emotions of patriots just before the Revolution in the Pennsylvania Magazine. They can find engravings by both Paine and Paul Revere.

Scientists also find many titles, such as a long run from 1826 to 1932 of the "Franklin Institute Journal," the outstanding publication in physical science as applied to commercial purposes. This subscription, like many others, had to be discontinued in 1932 as Watkinson funds dwindled.

Businessmen may find such useful collections as that on the history of printing, valuable additions to which have recently been made by Trinity Board Chairman Newton C. Brainard from his personal library.

Frequently used also are the books on heraldry in which family coats of arms may be looked up, and the British pedigrees and county records which are searched for family records. Books on art and architecture also have wide interest while drama groups use books on costumes.

In history, the collections are particularly rich. There are a great many contemporary books and pamphlets on the American Civil War, slavery, and Abraham Lincoln. The Lincoln material includes most of his speeches and writings as well as much that was written about him during his lifetime. The Watkinson has the first appearance in print of the "New England Psalm Singer" of 1770.

Or, as examples of the library's bibliographic strength, Miss Kerr can hand the visitor a complete list of books published in Connecticut before 1800, or another of all books published in America before 1799.

The library is also a musician's treasure house with huge collections of 19th century sheet music. Much of this is 19th century editions of classical music, but popular songs of that day are also well represented, including everything Stephen Foster ever composed. There are rare songs popularized by Jenny Lind in her American tours as well as many books on the history of music in different countries and on the use of musical instruments.

Indeed, there is something of interest to almost everyone in the Watkinson's four miles of books.

Watkinson reading room in the new library. The card catalogue at the end of the room lists books by the number of the shelf on which they are placed, a system popular before invention of the Dewey Decimal System, but now far out of date. The Watkinson books will probably never be fully useful until a $75,000 reclassifying job is done.
Graduate Study

With an enrollment of over 200 students, graduate study now brings 22 per cent as many students to Trinity as does the undergraduate college. The director of evening and summer studies here expresses the educational philosophy of our graduate program—while a story on how the principle is being put into practice appears on the next page.

By Prof. Robert M. Vogel

We can all remember when children were free of school until they were six. Then kindergarten pushed it back to five. Now a lot of children go to “nursery school,” and some even to “pre-nursery school.” We normally expect children to continue their study at least through high school. In other words, they will spend fifteen of their first eighteen years in school. If they go on to college, they will accumulate the whole nineteen years of formal education. These students who earn a Bachelor’s degree will be ready to enter into productive labor when they are one-third of the way through their normal life expectancy.

That is a lot of time, and a lot of money too, but frequently it is not enough. A Master’s degree is often necessary, and will require from one to three additional years. A degree in law always requires three years. A doctor’s degree, whether in arts or science, requires at least four years.

But not even then is education always complete. An apprenticeship, which is just another name for more training, is the next step for many. Lawyers often serve as law clerks; medical doctors become interns and then residents; and, in a large number of businesses and industries, beginning employees enter training periods which often are two years in length.

What is it about our times which causes millions to spend their lives in two careers of about equal length—their chosen life work and formal education?

We can debate indefinitely whether or not our world is more complex than fifty years ago, or a hundred, or a thousand. Maybe the world is more complex, or maybe it was this complicated all along but we just didn’t know it. The fact remains that we do know more than we did before, and each day we add to that knowledge. More accurately, the total knowledge of man is increasing rapidly. Therefore, because collectively we know more, individually we must study longer.

But the problem is not to be solved so simply. Certainly no man can know everything about everything. We have therefore broken this total knowledge of man into segments. Each of us tries to become expert in one segment, in one line of endeavor. We become specialists, and what we call “specialization” has become a distinguishing characteristic of the twentieth century.

This specialization and education which begins earlier and lasts longer, these are the methods we have adopted to deal with the increasingly complex environment in which we live. One other factor affects these. Specialization makes it possible for us to manufacture in Connecticut parts for airplanes which are assembled in California. Contrast this with the production in the last century of horse drawn carriages. They were made in a single shop, and a relatively small one. Today an enormous factory may produce a single small part, and dozens of factories may contribute parts to a single complete product. Eventually the parts have to come together. In other words, specialization demands rapid and extensive communication. Mechanically this has been supplied. We are all aware of the miraculous developments in transportation and communication in the first fifty years of this century.

But each man is a specialist, and it is also miraculous if they can understand one another when they talk. “A” has spent years learning about one segment of knowledge, and “B” has spent years concentrating on another. For each to be useful in his specialty, they as individuals must understand one another. Faced with increasing knowledge, schools have usually added general education to the first years of schooling and specialized education to the last years.

Schools divide this problem into two parts. We talk of “general” education and “specialized” education. General education has to do with those things men need to know in common. Whatever the specialties of individuals, general education treats that which is basic to their living together. Faced with increasing knowledge, schools have usually added general education to the first years of schooling and specialized education to the last years.

All this has been introductory to a brief statement about graduate study at Trinity. Graduate study is that which begins after the student has completed four years of college. Essentially it is specialized education. Since World War II Trinity has gradually extended its graduate work, and will continue this expansion. This year over two hundred
people from the Hartford area are working at Trinity toward Master's degrees. In our expansion we are proceeding slowly and carefully. Of course we are trying to provide the specialization inherent in graduate study. At the same time we are trying to provide our graduate students with a program of study which will help them relate their specialty to the society in which they live.

To do this is a problem we could have avoided. There is everywhere proceeded slowly and carefully. People from the Hartford area are studying and nothing more. But Trinity is a liberal arts college. Implicit in our philosophy of education is a conviction that specialized education to have avoided. There is everywhere proceeding slowly and carefully. People from the Hartford area are studying and nothing more. But Trinity is a liberal arts college. Implicit in our philosophy of education is a conviction that specialized education to the exclusion of general education is dangerous at any level. We believe that the specialist who fails to see his dependence upon others destroys himself and to that extent is a detri-ment to his fellow men.

Within a few miles of Trinity live over half a million people. Ours is a highly educated community. In its population are many with Bachelor's degrees who can better serve themselves and their community if they can engage in graduate study. They are people who work all day. They must study at night, and may take several years to complete the requirements for the Master's degree.

Now almost every college has yielded to the pressure of our times, and offers some specialized training as a part of its undergraduate curri-culum. Usually, then, these students have had specialized instruction as a part of their first four years of college. They are now working at their specialty. Correctly they wish to obtain additional specialized training.

However, we know this study toward the Master's degree will conclude the formal education of most of these students. We know of their previous specialized training, and realize they will be immersed in their specialty for the rest of their lives. Thus do we feel obligated to see that they get something more, something which will help them retain and develop their identity with other men. It is our intention to provide the specialized training which students need, but to provide it in a context and atmosphere which constantly remind the student that the specialization of individuals must serve mankind.

To this end we have carefully established our requirements for admission to graduate study. To this end each graduate program we offer has been carefully constructed. To this end each student's plan of courses is individually outlined.

Three Nominated for Alumnus Trustee

Ballots will be sent to all graduates in April for the June 6 election of an alumnus trustee of the college for a three year term, succeeding Harold L. Smith, 23. Nominees are, left to right, Barclay Shaw, 35, attorney and partner in the firm of Sawyer, Delaney, Shaw and Pomeroys of New York City; Hugh S. Underwood, 32, secretary and counsel of the Phoenix Mutual Life Insurance Co. of Hartford; Dr. John B. Barnwell, '17, chief of the Veterans Administration Tuberculosis Service, Washington, D.C.

Graduate Public Service Program Expresses Liberal Arts Concept

Within two weeks of its announcement, a new master's degree program in public service attracted enrollment equaling nine percent of total graduate registration.

The new course of evening and summer study is a unique attempt to extend the liberal arts concept to graduate level education and is believed to be the first of its kind. It offers a broad non-professional group of studies to stimulate assessment of their public service by adults in government, business and industry whose vocations or personal interests involve service, contact and aid for the public.

"As a liberal arts college, Trinity cannot and should not attempt to give detailed vocational instruction in specific business of governmental activities," Acting President Hughes said in announcing the program. "It can, however, present a coordinat-ed program which will encourage broader and more effective thinking and action in the realm of public service."

Professors Laurence L. Barber of the government department and Robert M. Vogel, director of evening and summer studies, worked out details of the new program. It includes requirements in government or economics, human relations, and social sciences, with a wide variety of courses fulfilling each requirement to provide studies which will best complement the previous education of enrollees with different backgrounds. An elective course will give further opportunity for students to fill in gaps in their general education. Each student will complete his course with a public service seminar in which he will coordinate individual courses and examine the relationship of his own vocation to the public interest.

A new part-time graduate program leading to the degree of Master of Science in Mathematics has also been announced. Dr. Hughes said that Trinity has long been noted for its mathematics department under Professor-emeritus H. M. Da-mourian and since 1949 under Dr. Harold L. Dorwart, particularly in undergraduate preparation of actuaries and scientists. With the large number of engineers and scientists now coming to our Greater Hartford industries, it is appropriate that Trinity make this teaching talent available to develop more fully the adult mathematical potential of the community. The program includes 30 semester hours of study in such subjects as analysis, modern algebra and matrix theory, differential geometry, and statistics.
Foreword

Whiff Hartford Means to Trinity

By John F. Butler, '33
Director of Placement

In addition to the fact that Hartford has a sizable number of attractive girls, there are many other reasons why Trinity is fortunate in its location. A liberal arts student should be exposed to many facets of culture and contemporary civilization. Although he may acquire much of this on campus, Hartford provides an even broader experience. Bushnell Memorial brings him opera, symphony, musical shows and lectures. The Wadsworth Atheneum adds to his knowledge of early and modern art and painting in the Morgan Museum and Avery Galleries. He can find out what is being done on the legitimate stage since the revival of the New Parsons. Special rates put many events within reach of the student pocketbook.

The city also directly enriches the college teaching program in many ways. There are almost a million books in the city's public and private libraries, supplementing the college's own rich collections. The Fine Arts department borrows slides from the Atheneum for classroom use. Government students find opportunity to work in various government departments and in elections, and to observe government in action in the state capitol, the city hall, town meetings, and the federal building.

United Aircraft loans its "electronic brain" computing laboratory to the mathematics department on Saturdays to serve as a college mathematics laboratory. Engineering students make field trips to Hartford industry and in the campus laboratories use several pieces of equipment given by industry. The ROTC finds frequent use for the State Armory. Biology classes visit the Elizabeth Park greenhouses. Education majors take their "practice teaching" requirement in local schools, and the College can call on the reservoir of highly educated Hartford citizens for special lectures and sometimes for teaching entire courses in the Evening School which it could not otherwise offer.

Trinity believes that religious development is an essential part of higher education and the city's priests, pastors and rabbis help make the college's efforts effective for men of every faith.

Thanks to Hartford's fire department, there is virtually no chance of a campus fire disaster. Because of the city's hospitals, water and sanitation systems, students have superior health facilities without the college's making expensive installations of its own. Police protection is another important municipal service.

Many of these community advantages are given to students through tax exemption. Without this help, college real estate taxes alone might run as high as $100,000 a year, or eight percent of present annual operating expenses.

In generous gifts for scholarships, operating funds, and capital projects, Hartford friends and corporations over the years have provided a major source of more direct financial aid to Trinity's educational program.

The opportunity to work part-time is another important advantage of Trinity's location. About 40 per cent of the student body works during the academic year. Last year, students earned an estimated $80,000 off-campus, exceeding by $15,000 the amount the College was able to give in scholarships. Many of these jobs are routine production and clerical tasks; but many help undergraduates understand business operation and aid in vocational decisions. One insurance company runs a second shift in the tabulating department principally staffed by students. Many pre-medical students start hospital work as aides and laboratory technicians. Engineering students are in demand for work at drawing boards. A growing number of young men are becoming interested in radio at the student station, WRTC, getting part-time jobs with local commercial stations, and graduating into radio and television courses. Without these opportunities for part-time work, many students could not stay in college.

Most of today's college graduates will live in urban communities. Their success will be measured by their contribution to civic life as well as in their vocations. Community activity need be nothing strange to the young alumnus of Trinity. He has annual opportunity as a student to work in Community Chest solicitation, the Symphony Drive, the Red Cross Blood Donor effort and similar city-wide projects. He is welcomed as a volunteer in settlement houses, youth organizations, and church work. He can be better prepared for full and useful citizenship through his Hartford experience.

It may be said that Hartford is fortunate in having Trinity located in its bailiwick and equally fortunate is Trinity in being located in Hartford. Hartford, in many ways, is a laboratory for the Trinity student although the clinical relationship is on a more personal basis. Despite the winter's present too much rain and not enough snow, (after all, New England weather is variable), Hartford is a pleasant partner for Trinity.

"Forget something?"
What Trinity Means to Hartford

By Albert E. Holland, '34
Secretary of Admissions

The greatest contribution Trinity College has made to Hartford is in educating the young men of this community. Since 1920, well over 2,000 young men from the Greater Hartford area have attended the College. To these students Trinity awarded almost $400,000 in scholarships. Today there are at Trinity 232 students from Greater Hartford, or slightly over 25% of the student body. There are in Greater Hartford at present scores of doctors, lawyers, businessmen, teachers and ministers who have never have been able to attend college if it had not been for Trinity's feeling of obligation to the community in which it is located.

Through its evening school, Trinity has offered graduate courses to many residents of this area. Since 1920, well over 400 Greater Hartford residents have received graduate degrees from Trinity and have thus been prepared to render even greater service to their community. In addition, hundreds more have taken one or more courses at night. Each summer almost 400 students from Greater Hartford take courses at Trinity.

In addition to educating young men from this area Trinity has brought to Hartford outstanding students from all over the United States and from many foreign countries. Many of these young men have stayed in Hartford after graduation or have returned to Hartford after completion of their graduate work. The great contribution these men have made to Hartford is also Trinity's.

Trinity also makes a great economic contribution to Hartford. The college's budget of approximately $1,300,000 is spent almost entirely in Hartford. The $2,500,000 spent on new buildings in recent years went to Hartford firms. And each year Trinity students from outside the Hartford area spend almost $250,000 in Hartford for clothes, recreation and incidentals.

Today almost 1,500 Trinity alumni live in the Greater Hartford area. What are they doing for their city?

In government: two members of the Hartford Council, the Superintendent of Public Works, three judges, and the Mayor of West Hartford are Trinity graduates. In addition, Trinity men fill many other positions in the government of the city and of the surrounding towns.

In education: Trinity graduates are on the Boards of Education of Hartford, Wethersfield and Windsor. The vice-principals of Bulkeley H. S. and of Weaver H. S. are Trinity men as are scores of teachers in the school systems of Greater Hartford.

In business: Trinity numbers among its alumni in this area many top executives and directors in the great insurance companies. Other Trinity men serve in such positions as President of Arrow Hart & Hegeman, President of Hartford Steam Boiler Inspection and Insurance Company, President of the Hartford Federal Savings and Loan Association, and Vice-President of Case, Lockwood & Brainard. There are literally hundreds of younger Trinity graduates working their way up to leadership in this great metropolitan community of over 300,000 people.

In Community Chest and Council: A Trinity graduate headed the 1951 Chest campaign, the first to go over the top in five years. Another alumnus is President of the Community Council and the Recreation and Group Work Division of the Council is headed by a Trinity graduate. Two of the main committees of the Council have as their Chairmen members of the Trinity Faculty.

Music and Art: A Trinity graduate is heading up the Symphony Society Campaign this year and Trinity graduates serve on the Boards of the Symphony Society, of the Wadsworth Atheneum, of the Hartt College of Music and of the Hartford School of Music.

Newspaper Work: The publisher, the City Editor, the Sunday Editor, the Washington correspondent and several reporters on the Hartford Courant are Trinity alumni. The chief editorial writer, the assistant City Editor, the political writer and a number of the Hartford Times' reporters went to Trinity.

Other Fields: All three officers of the Hartford County Chapter of the American Academy of General Practice and the President of the Hartford Medical Society are Trinity men. Many of the Sections in Hartford's great hospitals are headed by doctors who did their undergraduate work at Trinity. The Director of Mt. Sinai Hospital is a Trinity Alumnus.

Many of Hartford's ministers studied at Trinity and the superintendent of the Connecticut Conference of Congregational Churches is a Trinity graduate.

There is probably no organization of 80-odd men in Hartford whose effect on the community has been greater than that of the Trinity Faculty. In addition to their contributions in teaching and research, these men have made a remarkable contribution to the life of the city. One Trinity officer was a key man in the million-dollar campaign for the Episcopal Diocese of Connecticut. Faculty members have served on many Boards, and one is Chairman of the Hartford Hospital School of Nursing. A professor-emeritus heads the Public Library Board while another professor is state geologist. The City Planning Commission, research departments of local industries, local schools, the Rent Stabilization Board and many other groups have turned to the Trinity Faculty for help. The complete roster of faculty civic service often takes several pages of small type in the Dean's annual report.

Finally, there is the contribution the College makes by the use of its resources for the general advancement of the community of Greater Hartford. About a dozen lecturers are brought to the campus each year for community meetings in the college auditorium. Organ and carillon recitals and other musical programs are open to the public. There are two radio programs each Sunday, one featuring various members of the Faculty and the other, "Behind the Pages," starring John Dando, a member of Trinity's English Department. The college offers its Field House to the local high schools for intracity competition and its track for the annual Greater Hartford track meet. The Hartford Symphony has used the Field House for its "Pops" Concerts and plans to give two such concerts in the Field House in 1953-54. The Library, now enriched by the Watkinson Collection, is one of the great educational and cultural resources of the city.

For 130 years now the influence of Trinity College has been felt at all levels of life in the community of Greater Hartford. Today, the College's contribution to the welfare of the community is greater than ever, and as the College prospers even richer resources will be available for the general cultural and civic advancement of Greater Hartford.
Charles Harvey Northam

A trustee from 1869-1881, when the college was moving from downtown Hartford to its present campus, Col. Northam through his gifts made himself a part of Trinity College. It is now almost three quarters of a century since his death, but he remains a living personality in the minds of Trinity men who live in Northam Towers Dormitory, study under the Northam Professor of History and Political Science, and use books bought by his endowment for the Library.

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, .................. 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).

On Campus

Continued from page 4

They were hosts a few days ago at a freshman smoker for the upper classes at Trinity. Also scheduled are a freshman formal at the Hotel Bond on houseparty night of Senior Ball weekend, May 2, and a class picnic in May. Sunday coed swimming in the college pool has also been introduced.

Biggest block in the freshman morale and recreation program is the lack of an adequate student center building.

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TRINITY SENATORS WERE team captains in college participation in the Red Cross Drive, sending more than 100 students in solicitation throughout Hartford. The student group provided more than one in every 100 Red Cross workers in Greater Hartford.

Students also made their biggest effort in the Red Cross Blood Drive, with the Deke fraternity organizing a drive for 400 pints in two days of blood giving, March 9 and 10.

JOE CLARKE WAS "SURPRISED and tickled to death" when the varsity swimmers he coached in 20 years as head mentor united in tribute to him, Feb. 27, after he had retired as coach to devote full time to duties as Dean of Students. A Longines watch, a lawn chair, and a traveling bag were presented to Joe, who "came in with the pool" as Trinity's first swimming coach in 1929 and won 91 of 152 meets with one tie since the intercollegiate sport was started in 1931.

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IN 1824, THE FEE FOR USE OF the college library was $1 per term: this when tuition was $11 a term, room rent three or four dollars, and "for sweeping rooms, ringing the bell, fuel for recitation rooms, printing, and other incidental expenses, two dollars per term."

Wedgewood Plates

Ten inch white dinner service plates with Trinity College scenes. In matched sets 4—$11 8—$21 12—$30
Orders, accompanied by check, should be sent to Treasurer—Trinity College, Hartford 6

The Rev. Kenneth Cameron Trinity College Hartford, Conn.