Trustees Ratify Local Autonomy

APRIL 6 - The Trustees of Trinity College today adopted a statement from the Ad Hoc Committee on Fraternities which establishes chapter autonomy within a reasonable time, subject only to such scholastic and disciplinary standards as the Board of Trustees may establish.

The Ad Hoc Committee was formed by the Trustees issuing a formal statement of policy concerning provision for the autonomy of fraternities at Trinity which could result in limiting undergraduate groups and alumni fraternities with chapters at Trinity gives the fraternities in their activities outside this College, the Trustees do not interfere with the spirit of the policy established by the Trustees. The Trustees believe that local undergraduate chapters of fraternities recognized by the College should have such autonomy as the Trustees may grant it, subject to such provisions as the Board of Trustees may establish.

The report of the Committee on Fraternities is printed below:

"This Committee was appointed by the Board of Trustees to consider the advisability of the Trustees issuing a formal statement of policy concerning provisions for the autonomy of fraternities at Trinity which could result in limiting the autonomy of member selection as a part of college policy."

The Trustees have no jurisdiction over the religious tenets of a person with the spirit of the policy established by the Trustees. The Trustees believe that local undergraduate chapters of fraternities recognized by the College should have such autonomy as the Trustees may grant it, subject to such provisions as the Board of Trustees may establish.

The Trustees believe that local undergraduate chapters of fraternities recognized by the College should have such autonomy as the Trustees may grant it, subject to such provisions as the Board of Trustees may establish.
Christopher Polhem — The Father of Swedish Technology,
translated from the Swedish "Christopher Polhem, Minneskritik,
Medelhavskusten. (Kungliga Vitterhets Historie och Antikvitets
Religion William A. Johnson, was published this week by the Col-
lege of Engineering in Los Angeles from Harvard University."
The following is a review of the book by Hallden Professor of

This book attempts to illuminate the life of this hardy, versatile
Swedish engineer whose active career spanned more than a century
(1690 - 1751) at the beginning
of the Industrial Revolution. As we look back on the
practitioner of the Industrial Revolution in his native land. As such, he was
an engineer, an industrial pioneer in a land of limited resources, populated
by a back-breaking people. It is not surprising that Polhem's/ol
existence was to be a lonely one and to be frustrated by obstacles.
Relatively put by those who did not and could not comprehend some of his
ideas. Many of Polhem's ideas and plans never came to be because of his
people's decisions. Polhem was a victim of his time. He never had the
proper support. And the entire payment is due by April 15. A de-
ly approaching, students and facul-
ty must act quickly to reserve
their places. Published twice weekly during the academic year except vacations.
J. Cohen Was the Name

by LEON SHILTON

Last month “J. Cohen” was signed on a card of a reserve book which was missing for 36 hours and was found on a book return cart in the basement. There is no “J. Cohen” listed in the directory of students. The signature was a forgery.

Regarding the reserve books “J. Cohen” there were only five instead of six books for sixty students who needed to check out the books for one hour. This proved to be a very small part of the student body and unless they can be made to see the need for such a system, there may come a time when they may not feel the need for such a necessity. There may come a time when they may not feel the need for such a necessity. There may come a time when they may not feel the need for such a necessity.

He clarified the various reasons why he couldn’t accurately estimate the surpluses of the library. “Certainly the student here for his re-need for such a shield, and hope such an action will conform with few regulations.

He explained the various reasons why he couldn’t accurately estimate the surpluses of the library. “Certainly the student here for his re-

Promotions...

(Continued from Page 1)

American press covers foreign news and that it attempts to build up the reader's awareness by making the United States' political and economic system to be non-partisan. Such newspapers such as The COURANT were noticed to be finished after Easter. The fraternity will use the house for dining and recreational purposes. Much rebuilding had to be done to conform with few regulations.

Robert Eddy
Assistant to the Publisher

Sing Along
With Uncle Sam

“Experience has shown us that most young musicians are not aware of the many opportunities in the Army’s mus-ic program.”

This quotation from an Army publication entitled “U.S. Army Bandman Fact Sheet” prompted us to read further. Among a list of “Did You Know’s,” we found that text: “Did you know that you could be doing a favor for your music friends by passing this Fact Sheet along to them?”

Since we weren’t aware of this before, and since a quick scan took up the reader’s attention for the first time, we thought we’d pass a few more facts along to our readers.

---

RID SHONET SCRAPES

away at the window of Phi Kappa Psi’s house, 74 Vernon St., Hartford. The party, costing about $10,000, is ex-pected to be finished after Easter. The fraternity will use the house for dining and recreational purposes. Much rebuilding had to be done to conform with few regulations.

DID YOU KNOW that a qualified band musician may enlist for the specific Army band of his choice? To meet the musician requirements, the applicant must be proficient in the following areas: voice, instruments, music theory and harmony, and sight-singing.

DID YOU KNOW that a qualified band enlisting may be assigned to any band in the continental United States? Office of the Army bandsman.

DID YOU KNOW that “J. Cohen” was signed on a card of a reserve book which was missing for 36 hours and was found on a book return cart in the basement. There is no “J. Cohen” listed in the directory of students. The signature was a forgery.

DID YOU KNOW that enrollment as a classic instrument player begins at $14.95. With Uncle Sam

The peace walker believes that such a demonstration is as small as the number of students who need the books. There should be no exceptions in such a necessity. There may come a time when they may not feel the need for such a necessity.

freedom at the very time when the western nations were beginning to reap the benefits of the industrial revolution.

Sane Backers
Walk for Peace

APRIL 9 - SANE (Committee for Sanity) will march from Downtown Hartford on Saturday, April 13, from 9:30 a.m. to 2 p.m., along a route through the city center, the southern corner, Lord's Taylor's parking lot, and New Ingalls. The peace walkers believe that such a demonstration is as small as the number of students who need the books. There should be no exceptions in such a necessity. There may come a time when they may not feel the need for such a necessity.

The Peace Walker believes that such a demonstration is as small as the number of students who need the books. There should be no exceptions in such a necessity. There may come a time when they may not feel the need for such a necessity.

The Peace Walker believes that such a demonstration is as small as the number of students who need the books. There should be no exceptions in such a necessity. There may come a time when they may not feel the need for such a necessity.

The Peace Walker believes that such a demonstration is as small as the number of students who need the books. There should be no exceptions in such a necessity. There may come a time when they may not feel the need for such a necessity.
Shoulde To Shoulder

It is with a good deal of pride, a sigh of relief, and a note of caution that we receive the statement of the Trustees, advocating local autonomy of selection for Trinity fraternities.

Our pride is in that the Trustees issued a strong statement in behalf of local autonomy, which we have waited for has been made, and for positive action, etc. In this new policy, another shoulder: this time the individual worth of a person.

We are relieved because we no longer have to print another one of those editorials urging the Trustees to take positive action, or wait impatiently in the smoke-filled room to hear the results. The decision was made for us, and allowed for the moment, we are relieved. For the moment.

The work has been shifted now to another shoulder: this time the individual chapters must bear the weight of this new policy.

The trustees have, in effect, offered an option to each chapter; no fraternity is required to accept the dictates of the national fraternity or the alumni. Neither is anyone required to refrain from fraternal activity practices within the local chapter.

Thus the moral questions implicit in that problem thrust directly on the shoulders of the undergraduate members of each local chapter. We hope that each member of each chapter will have the courage to uphold his beliefs against the contradictory and perhaps impressive forces which his brothers and national fraternity may present. The actions of several fraternities in recent years lead us to believe that we have not much to fear in this respect.

The trustee's criterion for brotherhood, membership, or participation in any social or academic activity is set by the usage of each person. We hope that this belief, supported with dignity by courage, may someday become one of the culminating facts which all men — and that includes all of our "liberally educated" Trinity men — may uphold and fight for.

Liberal Education And The New Curriculum

What relation does the infant New Curriculum have to the basic principles of a small college liberal arts education? Does the New Curriculum attack the weaknesses inherent in a disappearing methodology, or does it present possible cures which will arrest the present decay in liberal arts education?

The New Curriculum is in part a reaction to this present decay, but it possesses a more positive program, a pos- dier number of courses which in recent years have been offered. It also is an attempt to direct the student at an earlier point in his college career into a more concentrated field of study. The unity towards which the renovated curriculum is moving is a unity within a specific field; it does not have as a basic aim the unifying of diverse academic disciplines.

Paul Smith, presenting his radical theory of changes necessary for small liberal arts colleges such as Trinity, stressed the need of such unifying in diverse academic fields.

With this in mind, it appears that the New Curriculum gives a thorough education in a limited sphere rather than a liberal education in the sense of being well-rounded. Its purpose is to avoid the student generous latitude in his choice of subjects of diversifying nature. The half dozen courses in the modern society where the "all-around" man is disappearing or is hopeless of ever getting out of specialization, is practically synonymous with success. We are not saying that diversity is a dead concept in the New Curriculum machinery, only perhaps a dying one. But since Trinity will have to compete with larger and more fully equipped schools, there is a great danger that the education eventually offered will be second rate, attracting only second rate students.

The New Curriculum none left who would benefit from some sort of liberarial education designed specifically for the small college. Under the guise of higher university in the highly centralized, technical fields? Paul Smith suggested tonight one system but in doing so called a utopia which in all likelihood would not be realized (perhaps a severe criticism of an educational system which lacks the ability to take the radical measures necessary to prevent its eventual demise).

The New Curriculum itself appears to be moving away from the past criteria by accepting modern standards of specialization, thus in the future it should be specific to a liberal arts school. This year's college handbook emphasized the purpose of the New Curriculum designed to give the student the "opportunity to discover and to prepare broadly for a special field of endeavor." Yet the New Curriculum goes far beyond this concept in aiming toward more and more specialization. The new handbook is not the deter- ment of the generalized program.

If Trinity will not be able in the future to compete with the universities and if the present liberal arts methodology, stereotyped in numerous colleges, proves wholly inadequate, then changes, whether radical or not, must be made. Several of Paul Smith's points deserve serious consideration despite the fact that they stem from a utopian viewpoint; certainly this viewpoint does not invalidate them.

Towards A Utopian Remedy For...

by PAUL SMITH

The following are major excerpts from a new educational theory presented this evening by Paul Smith, Assistant Professor of English, in the Tri- in-1 lecture series sponsored by the college Senate. Mr. Smith emphasized that he was not attempting "as a spokesman for the ad- ministration to accept all for some part of its faculty."

I think I should give you some idea of what you are in for this evening, as the hour has run. You are about to explore. I am not an expert in my field; let me say now that I have only general im- pressions of what it is. This college upholds the principle of academic free- dom; let me say now that I have no intention of interfering with the work of any of its faculty. And finally, as a consequence of tonight one system but in doing so called it a utopia which in all likelihood would not be realized (perhaps a severe criticism of an educational system which lacks the ability to take the radical measures necessary to prevent its eventual demise).

The New Curriculum itself appears to be moving away from the past criteria by accepting modern standards of specialization, thus in the future it should be specific to a liberal arts school. This year's college handbook emphasized the purpose of the New Curriculum designed to give the student the "opportunity to discover and to prepare broadly for a special field of endeavor." Yet the New Curriculum goes far beyond this concept in aiming toward more and more specialization. The new handbook is not the determinant of the generalized program.

If Trinity will not be able in the future to compete with the universities and if the present liberal arts methodology, stereotyped in numerous colleges, proves wholly inadequate, then changes, whether radical or not, must be made. Several of Paul Smith's points deserve serious consideration despite the fact that they stem from a utopian viewpoint; certainly this viewpoint does not invalidate them.

The New Curriculum itself appears to be moving away from the past criteria by accepting modern standards of specialization, thus in the future it should be specific to a liberal arts school. This year's college handbook emphasized the purpose of the New Curriculum designed to give the student the "opportunity to discover and to prepare broadly for a special field of endeavor." Yet the New Curriculum goes far beyond this concept in aiming toward more and more specialization. The new handbook is not the determinant of the generalized program.

If Trinity will not be able in the future to compete with the universities and if the present liberal arts methodology, stereotyped in numerous colleges, proves wholly inadequate, then changes, whether radical or not, must be made. Several of Paul Smith's points deserve serious consideration despite the fact that they stem from a utopian viewpoint; certainly this viewpoint does not invalidate them.

The New Curriculum itself appears to be moving away from the past criteria by accepting modern standards of specialization, thus in the future it should be specific to a liberal arts school. This year's college handbook emphasized the purpose of the New Curriculum designed to give the student the "opportunity to discover and to prepare broadly for a special field of endeavor." Yet the New Curriculum goes far beyond this concept in aiming toward more and more specialization. The new handbook is not the determinant of the generalized program.

If Trinity will not be able in the future to compete with the universities and if the present liberal arts methodology, stereotyped in numerous colleges, proves wholly inadequate, then changes, whether radical or not, must be made. Several of Paul Smith's points deserve serious consideration despite the fact that they stem from a utopian viewpoint; certainly this viewpoint does not invalidate them.
will say that his courses are aligned for and addressed to old and young. Unless and until we decide on a new goal for our graduate schools being the ideal which we do not present, an ideal which T do not believe presents an ideal which T do not believe in, and a teacher by virtue of the demands of the graduate school and chairman of the graduate training committee, a teacher by virtue of the demands of the graduate school committee and chairman of the graduate training committee, we had better be certain that we can do it as well as any other college, that we can do it as well as any other college and that in the near future we will be able to compete in this partial as well as any other college.

This despair is reflected in our liberal arts colleges. For the continued, drastic reduction in enrollment and financial crisis, the liberal arts colleges have been suffering a financial crisis. As in the other areas, college teachers are increasingly now of the liberal arts colleges, they are either not that way or have to teach because of the desperation of the process have had to jeopardize their professional career.

Liberal Arts Education:

I imagine that this is the case already in the natural sciences, in political science, and in the social sciences, the humanities, and the fine arts. I imagine that this is the case already in the natural sciences, in political science, and in the social sciences, the humanities, and the fine arts. It is not the kind of radical education that is needed.

In a larger sense, this dead center is best described in a cultural sense and is not confined to the academic world. What we lack is some central, interesting video of what we are doing. We lack this in our society and our liberal arts colleges do little to make it up. As Robert R. Hutchins has said: "Education is the deliberate attempt to form men in terms of an ideal... and it is the deliberate attempt to create a product of that man that it wants to create..." But it is our liberal arts universities, which, I think, is the idea of interdepartmental education.

What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.

I have decided to leave the subject of the liberal arts colleges, of the academic philosophy of the liberal arts, which is not the kind of radical education that is needed. What I'm saying is that man sees in the others. And therefore to those who wrote them—and perhaps more of the liberal arts students and teachers, it really makes no sense. The Idea of interdepartmental education, which is a kind of harmonious kinds of knowledge, is not the kind of radical education that is needed.
**Lacrossers Drop Opener**

APRIL 5 - Despite three goals by Trinity sophomore Joe Barnard, the Middlebury lacrosse team hung on to a one-goal lead to spoil the Bantams’ season opener, 6-5. Most of the action was packed into the last period. In the third period, Trinity had rallied from a 2-3 half-time deficit to pull into a 2-2 tie on an unassisted goal by Henry Hopkins.

During this period, Trinity had dominated play, taking 13 shots to only five for the opposition. However, with the beginning of the decisive fourth period two quick Middlebury goals changed the complexion of the game.

**John Mestre** scored with only 46 seconds gone in the last period, and then Joe Hanson netted another Middlebury goal only 45 seconds later. Trinity fought back hard, and when Barnard scored his third goal, on an assist from Hopkins, at 9:03, the Bantams trailed by only one.

**Play continued evenly until Middlebury’s Bob Nichols netted what proved to be the winning goal at 12:10. Once again Trinity refused to die, but Joe Barker’s goal in the waning minutes was not enough to bring the home forces victory.**

Overall, Trinity outshot Middlebury 38-29, but the Bantams were unable to put their plays sufficiently well so that they could get off good shots. Also, the Middlebury goalie turned in an outstanding job in the nets, as he turned aside many tough shots and then ran and passed the ball out of danger.

**When Trinity had the ball, Barnard and Hopkins appeared to be the only consistent scoring threat. Barnard played a fine all-around game, but Hopkins, the goalie, was the only consistent scoring threat. Barnard played a fine all-around game, but Hopkins, the goalie, was the only consistent scoring threat.**

**Education... Continued From Center Section**

With the generalization and interrelations, the curriculum structure that follows is only one possibility, and I propose it only as a tentative and preliminary exploration of the many possibilities open to us. I suggest four major steps:

1. **Subject Courses:** The conventional course now offered but radically revised and, more important, radically justified. We should accept only those courses which can withstand critical scrutiny and can be supported by an intelligent philosophy of education and disciplinary theory. (E.g., Renaissance History, Existentialism, Chemistry, Tragedy, etc.)

2. **Theory Course:** A course in the philosophy and methodology of a discipline, (E.g., Philosophy of Religion, --of Art, --of Science, --of History, etc.)

(To avoid the unwieldy word interdepartmental I’ll call the above:

3. **Inter-Subject Course:** A course composed of those parts of two or more disciplines which have analogous or related subjects, (E.g., British Empiricism and Realistic Pros, 17th and 18th Century Physics and Design, etc.)

4. **Inter-Theory Course:** A course composed of those parts of two or more disciplines which have analogous or related theoretical bases, (E.g., Advanced Linguistics and Symbolic Logic, etc.)

5. **General Theory Course:** There should be at least two courses in each of the three general areas serving as an introduction and a final summary of the theoretical bases of the specific problems, the expectations, and the critical analysis of the humanities, the social sciences, and the natural sciences. These courses I would expect to find under the direction of the philosophers, to be the only consistent scoring threat. Barnard played a fine all-around game, but Hopkins, the goalie, was the only consistent scoring threat.**

**Visiting Friendly Ice Cream Shop**

at Maple Ave, & Broad Street

Featuring the Finest in Sandwiches & Ice Cream

**BIG BEEF**

45¢

**AWFUL AWFUL**

36¢
Six Unearned Runs, Eight Errors Influence 11-5 Loss To Coasites

by JACK O'REIL

APRIL 6 - Six unearned runs and eight Trinity errors helped pave the way for the Bantams' third loss of the season, as Coast Guard came from behind to beat the Hilltoppers 11-5 here today. Starting pitcher Chris McNeill, who suffered his second loss of the season, gave up seven runs and served up a Coast Cadet's four 10 hits before being chased from the mound after 6 2/3 innings. Feshler's 1-0 lead in the second inning when Wes Feshler reached first on an error, was to second on a pick-off attempt, and then was singled home by centerfielder Bruce MacDougall. Coast Guard, which had been held to one hit up to the third inning, scored twice in the top of the third as they capitalized on two plays by Feshler and one by shortstop Tom Caldarone. The Bantams bounced back with a tying run in their half of the inning on a sacrifice fly by Feshler that scored Dave Raymond.

McNeill's Error in the Fifth

In the bottom of the fifth singles by Dan Whiner and Raymond, and Feshler's sacrifice fly put the Bantams ahead 4-2, two of the Cadets' four errors, and two runs in the last of the fifth made it a 4-2 ball game, but this was the last of any Trinity threats as CaplTelief ace Bob Hansen came in for winning pitcher George Rockstall and held the losers to one hit in the last frame.

The Cadets erupted in the seventh as Feshler's error, a walk, and a bunt loaded the bases with none. Four singles and four runs suddenly made it a new ball game and Trinity had a new pitcher as sophomore's southpaw Ed Lazzerini took over. A sacrifice fly to left scored the fifth run of the inning, and the sixth Cadet to bat in the inning went down swinging to retake the lead.

The VICTORS added four more in the sixth, three runs and a two-run home run off Lazzerini, Pete Landerman took over with two on and no outs, but his throwing error proved costly as one more run crossed the plate before he could settle down to retire the side, Out of Trinity's nine hits, Raymond, Feashler, and MacDougall provided two apiece, and Feashler and MacDougall each knocked in runs off Hallorans, in turn, turned in a fine job at shortstop, flawlessly handling 12 chances.

With a 3-3 record, the Trinmen play Yale at New Haven on Wed., April 13, and face Columbia in New York the following Saturday.

PAGE SEVEN

U.S. Air Force

My uncle.

In this case, nepotism's a pretty good idea. And the best way to get it is through Air Force. The chance of getting a job commission its officers directly upon graduation. But if you couldn't fit AFROTC into your schedule, you can still apply for Air Force Officer Training School. OTS offers college men and women an opportunity to assume great responsibility. When you complete the three-month course, you'll be commissioned a second lieutenant, and become a part of a vital aspect of our defense effort. As an Air Force officer, you'll be a leader on the Aerospace Team.

We welcome your application for OTS now— but the same may not be true next year. So if you're within 210 days of graduation, get full information from the Professor of Air Science.
You Just Can't Win 'Em All . . .

A Pickoff, A Missed Strike, A Close Out . . .

. . . From Various Points of View