Senate Okays Election Rule For Listing Winning Names

by CHUCK SNYDER

TUESDAY, APRIL 21, 1964

TRINITY COLLEGE, HARTFORD, CONN.

The Senate last night passed a controversial constitutional amendment regarding the publishing of Senate election results.

The amended amendment, initiated by Senator Charles Fiance '64, and sponsored by Senator Bruce Jay '65, and James Roosevelt '65, provided for the listing of the actual number of votes in the following order:

1. Raising senators elected as class representatives,
2. Raising seniors appointed as the representatives of the social group, or the independents,
3. Raising juniors appointed as the representatives of the class, social group, or the independents,
4. Raising sophomores appointed as the representatives of the class as currently charged to each foreign

That Senate election results be presented alphabetically.

In support of the original amendment, Senator Fiance noted that "some important details of the student body's preference would enable the Senate to represent more accurately student opinion in the selection of the Senate Executive Council."

Debate centered on Jay's amendment, which passed 12-13 votes, with a further amendment by Senator James Roosevelt '65, to restate the last sentence stating the Senate's intention to withhold the actual number of votes, also passed.

In another section, Senator Jon Simonian '65, proposed that the Senate adopt a Study Orientation Program instituted by the Experiment in International Living to alleviate the financial burden imposed upon the foreign student at Trinity.

The plan would entail Senate pay, as a welfare administrative. The Senate currently charged to each foreign (Continued on Page 3)

Arts Specialist, Scientist Share Blame for Rift

by BOB WOOD

Dr. Robert Rosenbaum declared last Thursday that "truly significant developments will be a requirement for understanding the humanities." He emphasized that while scientists are frequently criticized for being poorly prepared in the humanities, people in the humanities "are almost ignorant of the sciences."

Dr. Rosenbaum, Dean of the College of Science at Western University, criticized economists and sociologists for employing general terms when with hard work they could express the scientific elements of their ideas in a clearer, more mathematical way.

General terms are not necessarily the language of the humanities, he said; "precisely must not be confused with profundity."

Rosenbaum proclaimed "a plea for tolerance," the humanities. "It is as safe as the philosopher to ignore" the work of mathematicians and scientists, he said, "because it would be a heretic to ignore x-ray photography."

He noted that clarity of thought in the scientific method has an important bearing on its influence on the humanities. Mentions the popular conception science in the humanities that science and mathematics are largely mechanical, he said, "this implication is one hundred percent wrong," instead, he observed, "it takes innate sensitivity to get the most out of either."

(Continued on Page 2)

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Debate Club Wins Prizes

The Athenaeum Society walked away with 3 out of 5 trophies at the Mount Holyoke Debate Tournament last Saturday, thus farning the year.

Gregory '64, received a trophy for Best Negative Speaker. His partner, Bruce W. Friar '64, received a Negative Team trophy, and the team won the .4 Trophy from the Boston College, "First Place trophy."

Trinity's record, 5 wins and 1 loss,1 included victories over Amherst, the University of Connecticut, and American International College, and two victories over The University of Massachusetts. The team is coached by Robert W. Marshall.

The team, which was attended by 16 teams from all over New England, consisted of 3 rounds of debate on the national debate topics. Resolved, That the Federal Government Should Guarantee an Opportunity for Higher Education to All Qualified High School Graduates.

Harron Fills New, College Affairs Post

by BILL BLOCK, JR.

"Works of literature are not things to be contemplated but rather absorbed," said Northrop Frye, a leading literary scholar, critic, and teacher, on Saturday.

The occasion was the first joint meeting of the New England College English Association and the Connecticut Council of Teachers of English, a meeting which drew more than 400 teachers to the College.

Professor Frye, principal of Victoria College in Toronto, Canada, in 1959, cited Plato's division of knowledge into "nows," knowledge of things, and "dianoia," knowledge about things. Only the latter, the speaker asserted, should apply to literature, for what one teaches or learns about literature is criticism.

The professor advocated what he called the "new criticism" of literature, which began, he said, "by challenging the tendency [by examining books of "good taste" as a substitute for literary experience."

Frye, who has lectured at about 80 universities in the United States and Canada, explained that to treat literature seriously as a social and moral force is to pass into the genuine experience of it."

This experience, he insisted, "must be placed directly in front of the student, and he should be encouraged to utilize the systematic to be useful both to the systematic to be useful both to literature and the public." He said he has a desire to modify the role of the critic in literature and to have the "entire area of literature to include the entire area of verbal experience."

He added that while "the potential audience in literature is not to be reserved for the critic, but for all intellectual and educational institutions."

Frye affirmed that "it is not the critic's job to dissect the artist's [sic] mind, but to present it to an individual."

Frye concluded by citing "relation as the central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "central" the "c..."
Two South African refugees will present their views on apartheid before the Political Science Club. Their talk prompted the reply by Dr. Rhodde of the South African Consulate.

SIGMA PI SIGMA


YD CONF

A CONFERENCE FOR YOUNG DEMOCRATS will be held Saturday, April 35, at Smith College, Mr. Pfeifer, president of the national chapter, stated that the keynote address of the day will be given by Mr. Roosevelt. Many executive members of the national chapter will be on hand including Congressmen Thomas MacNeil and State Chairman Gerald Doherty. For further information contact Robert Schwartz, Student President, Young Democrats of America.

6 South African Refugees Discuss Apartheid Tonight

The film, in Spanish with English subtitles, is the Spanish Club's annual full-length color movie presented free of charge. Students who are currently taking Spanish or who have had any contact with the language in the past are strongly urged to attend. However, the language facilities will make the film easily understandable and enjoyable to all who attend.

SUMMER JOBS

for STUDENTS

NEW 54' directory lists 20,000 summer job openings in 50 states. MALE or FEMALE. Universal, employment offers for students interested in acceptable pay rates and job details. Names employers and their addresses for hiring in industry, summer, and vacation times.

Vincent Granville
Manager of Staff

SUMMER SUITS

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Liberal arts is a term which is used frequently and loosely. It seldom means the same thing to any two persons discussing it. One method of encircling, if not defining, the liberal arts is to look back at their chronological development.

The liberal arts have roots in Plato and Aristotle and, in general, in classical antiquity. Aristotle wrote in "The Politics": "It is clear therefore that there is a form of education in which boys should be trained not because it is useful or necessary but as being liberal and noble." Etymologically speaking, at least, the liberal arts date back to the Latin language and Roman times. A Roman slave received training, but a liberated or a free man was entitled to an education which would help him to remain free politically and spiritually and thus be a better citizen.

When a form of Western civilization once began to rise again after the fall of Rome, a long period ensued through medieval times in which the so-called seven liberal arts formed the basis of an education. They consisted of the "trivium" (grammar, rhetoric, dialectic or logic) with the "quadrivium" (arithmetic, geometry, astronomy, music). If the trivium received more emphasis in the medieval university, this was the result of the influence of the church in the education of those times. Mathematics and the sciences, which had been subjects of great interest to the Greek philosophers, were virtually ignored until the 17th Century as were most social and political questions, which had been widely discussed in the classical period. Even Greek and Latin were not a part of the curriculum until the Renaissance. The seven liberal arts, which included logic but paid little attention to its constituting and perpetuating themselves, thus excluded natural sciences, social science as we know it today, and much of the humanities.

By the 17th Century the curricula of the Middle Ages had been replaced by subjects that tended to be uniform in all European universities as well as at Harvard, the College of William and Mary, and other American institutions as they came into existence and imitated their prototypes. Typical was the study of Latin, Greek, Hebrew, logic, philosophy, mathematics, and a small amount of natural science. By and large, with notable exceptions here and there, this course of study was designed to train young men for the ministry. By general consent it was tacitly assumed that such a curriculum contained all the elements necessary for the training of a minister; there was consequently no need for electives. This concept of education was seldom or never challenged until the Revolution brought about a desire for studies more closely suited to the requirements of our emerging nation.

The next ferment developed in the first decades of the 19th Century, so that a marked change had established itself by 1813, when Trinity was founded. Based on Aristotelian principles, the curriculum of the early 19th Century tended to stress "mental discipline" and assumed that the use of such faculties as memory and reason would develop the "power" of the mind and that the mastery of subjects carefully chosen by the college faculty would develop "culture", or "power" to deal with any subject or situation in life. As the well-known Yale Report of 1828 put it: "The two great points to be gained in intellectual culture are the discipline and the furniture of the mind; expanding its powers, and storing it with knowledge." There was no such thing as an elective course; one and the same curriculum was prescribed for all students and its core was the classics of Greece and Rome. Newcomer subjects like English and American literature, modern languages, economics, natural sciences and the like were looked down on and permitted only in auxiliary "scientific" schools which ipso facto were regarded as inferior.

The Johnny-come-lately subjects were abhorrent to the traditionalists of the day -- who would have called themselves "generalists" if they had used the modern jargon -- because they smacked of specialization and vocational training. However, the "classical" curriculum itself

(Continued on Last Page of Supplement)
What are we here for? This is a question that students, faculty, and administrative officials at Trinity ought to be asking themselves constantly. Are we here to get (or provide) training or education? Are we here for early specialization in a narrowly limited field training for a specific job or do we seek a broad and liberal background of education to help us feel at home in all circles: intellectual, artistic, social, business? Do we want him to be a man of the world in his maturity. This picture of change calls the flexible man, the intelligently mobile Research Professor of Education at Ohio State, who can land on his own feet when his job becomes technologically obsolescent. To train him we must help him take charge of his own learning and at the same time ask him to grow up to be a mature learner who has mastered his own learning process. Again, we must distinguish between training and education. Training is to emphasize fixed responses, to stress immediate goals which often conflict with immediate security and temporary status. Training leads one into becoming a type such as the organization man described by Whyte, to become a candidate for Niesman's lonely crowd, to educate flexibly, however, is to foster limitless growth, inner strength, life-long interests in learning.

The person educated for flexibility will see the world in a fresh, inventive way. He will not be the victim of his own static habits and their characteristics which bind him to the important of the immediate, the normal, the customary. He will not be dependent upon someone else to plan his route and show him how to get there, since persons never become types, They develop, instead, a variety of styles of intellectual life.

An inseparable element in this program is an attitude favorable to change. This is hard to develop unless the student has first of all an idea of self and the future, insecure people dread change. They walk, as Dale says, backwards into the future, clinging nostalgically, anxiously, and defensively to the past.

Learning to learn is perhaps the most important contribution that education can make, in our schools and colleges we try to cram enough learning in the first three of life to last the next two-thirds. That it can be done seems automatic, but it is clearly an illusion. We do not often prepare our students for the long-life education; we prepare them for graduation from junior high school, senior high school, college or university. The June commencement is badly mapped. This event finally brings the beginning of even increased learning but if surveys of the reading habits of the American public have any validity the June graduate begins digging his intellectual rut which rapidly is indistinguishable from his mental grave. The student should be encouraged to believe that long-life learning is a necessity and must accept self-education as a key goal in learning.

He must learn how to learn and develop a zest for learning.

WHAT FOLLOWS from this? One thing is that every learner must get his imagination organized. With the explosion of knowledge one must at some point decide what he intends to learn and what he plans to remain relatively ignorant about. He must develop the motivation to learn -- the WANT-TO, and he must couple this with the methods and materials of learning -- the KNOW-HOW and the KNOW-WHY. From this point of view, too, the job of the school is not to help the student to cover the ground (which is impossible) but rather to help him experience in depth phases of subject matter and at the same time learn how to attack and process life experiences in its many forms.

In mastering any subject, in learning to learn, we must map the field, note its basic principles, its key issues and ideas, its conceptual structure, and relate and integrate it into what we know. In doing this we must develop the student's habit of mind that wise men have given is that we are here to prepare them for graduation from junior high school, senior high school, college or university. The broad base of training leads one into becoming a type such as the organization man described by Whyte, to become a candidate for Niesman's lonely crowd, to educate flexibly, however, is to foster limitless growth, inner strength, life-long interests in learning.

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Thinking Is A Useful Process;
But Be Careful, It's Dangerous

Dr. Richard Lee

It is by now a virtual commonplace that the education once called "liberal" is undergoing a crisis of identification. Teachers in liberal arts colleges share in no wide consensus concerning their function. Some fear what they are doing and like it, but a great many more do not like what they are doing at all, and this produces the very deepest frictions. Reduced to its simplest terms the crisis is this: how does four years of liberal arts education stand in relation to the world beyond, and in particular to the world of commerce generally and to the world of further academic or professional training?

The feeling seems to be that the liberal arts college must situate itself primarily in relation to these two great worlds, and moreover that the situation must be in terms of usefulness: of what USE is the liberal arts education to the business community, and of what USE is to both academic and non-academic professionalism? When the crisis is posed in this way a solution would be forthcoming, and the clear identity of a liberal arts tradition established, when it was decided how such an education could best serve either or both of these worlds, and this is primarily the context in which most of the debate about liberal education takes place.

There are those who think that liberal education ought to channel its best efforts toward the preparation of its students for professional and graduate school; this party calls for greater specialization in the undergraduate curriculum, and the strength of this feeling has made itself felt in Dr. Hughes' New Curriculum. The other party holds that this is not really our function -- we ought rather to make sure that any course of study which will allow the student both to explore to the fullest the student's own interests, and also to avoid committing himself too early to one specialty or another.

We all have to specialize at some point in our lives, no matter what we do; this party would argue that liberal education should, therefore, absolutely necessary. These I shall call the "generalists," and the former the "specialists." To a great extent the pressures from the professional schools seem to encourage specialization, whereas to a much lesser extent pressures from the business world seem to favor generalism. But this is not a general rule. This is not a universal, general rule. Exceptions can be found on both sides.

NOW IT SEEMS TO me that both parties are guilty of a similar mistake. We give the students answers to their questions, but in the sense that we are not giving them answers, and we are making a fatal mistake to believe that the future of the liberal arts college lies either with the specialization or with the generalization. It is not in the serious decision we have to make; if we think of the problem of what a student ought to learn the problem is not whether he is going to go to graduate school or not, but whether he is going to be a professional or student. The serious decision, which at the same time defines the real crisis, concerns whether or not liberal education is to be construed as something that serves certain established interests of society, or if it is to be a business to turn out students who will be well-suited to go on to professional or graduate schools. Furthermore, we already made the serious decision, but we have made it without knowing it. And an unstated assumption underlies all of this: that there is some meaningful or important difference between a business and an art. But this is not a difference, and if it is then we have already made the serious decision.

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3) It must contribute specialized education to forward the professional interests of students who seek to turn the liberal arts college into a more significant experience to undergraduates for there is nothing else, in the broadest sense of the word, which the arts and sciences can do for them.

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5) Society Applies the Squeeze

Mr. James A. Notopoulos

Business from time to time speaks of "the squeeze on profits," and today we have forces at work in changing the world which are, at times, exerting what may be called a squeeze on the liberal arts colleges. Recently we have heard a prediction from Dean Batten of Columbia, "the liberal arts tradition is dead or dying." More pointedly undergraduates are reimbursed by the increasing percentage of college students going to graduate school or professional school in the humanities. But the liberal arts college is becoming merely another preparatory school. The increasing financial costs of attending private liberal arts colleges raise questions which parents and even with students themselves as to the worthwhileness of an education which does not achieve immediate comfortable goals of utilizing the liberal arts concept must work within this framework of the consequences of the forces of yesteryear who were devoted to the entire college and university faculties. Some think a liberal education is a shallow and nebulous concept inherited from the Renaissance and those who for a more substantial education in the arts, humanities and sciences.

The increasing complexities of modern life force them also to be largely administrative specialists. This decrease in the faculties of yesteryear who were devoted to the entire college and university faculties. Some think a liberal education is a shallow and nebulous concept inherited from the Renaissance and those who for a more substantial education in the arts, humanities and sciences.

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(Continued from First Page of Supplement)

Generalists ...

was well designed for the education of ministers and members of certain other professions and served to separate the sheep from the goats in American society.

The Traditionalists were fighting a losing battle, but they have never surrendered, although their position has been modified somewhat. Anyone who is engaged in pursuing education (we haven't caught it yet) in modern times is certain to hear at least half a dozen vehement debates in the course of a year with the "generalists" lined up on one side and the "specialists" on the other. If the argument that took place over a hundred years ago in local and county groves of Academe and ivy halls had only been frozen stiff by the New England winter, we could thaw them out and save ourselves the trouble of repeating them. Another pressure to add new subjects came from the growth of American nationalism and a desire to develop curricula that were typically American. In any case, the period from 1820 until after the Civil War -- say 1875 -- was one of transition. Once by one, courses were added. Trinity had 6 departments when it opened (two more were contemplated) and offered the equivalent of 13 full courses. In 1875 this had grown to 20 and we had 13 departments offering the equivalent of 25 full courses.

The period from 1875 to 1900 could be called the age of free electives. Instead of one curriculum for all students, we had in American higher education a situation in which two students could be graduated from the same college without ever having had a course in common. Those colleges like Trinity which did not institute an entirely elective system were nevertheless influenced by the prevailing fashion and provided a much wider choice than had been characteristic of them in the past. In 25 years, we doubled once more the number of departments (25 in 1900) and courses (96 in 1900).

In the first twenty-five years -- and perhaps even more -- of the 20th Century, the so-called "degree requirements" at American colleges tended to remain few in number, amounting typically to about 25% of the courses which a student took while in college. At the same time, this period also witnessed the rapid growth of the "major", complete with requirements of its own. The inevitable result was a growth of specialization, particularly, but by no means wholly, in the sciences. Specialization was encouraged, at least in the universities, by rewarding productive specialists on the faculty and by seeking only specialists for staff vacancies.

In 1881, President Bryan of the University of Indiana described the situation as "tempting every department in the college to become primarily a breeding place for specialists, each department after its kind." Between 1830 and 1880, he recalled, college students followed a basically non-vocational curriculum; after 1880 they concentrated more openly on the subjects and skills by which they would later make their living. This, Bryan believed, had completely transformed the nature of the American liberal arts college.

Much of what was typical of the first part of the 20th Century has remained through the mid-century years and is still with us today. If there are any tendencies that can be identified as post-World War II, I would include in them the growth and recognition of newer fields of study, especially in the natural sciences, but also subjects such as experimental psychology, sociology, anthropology, modern literature, space and astronomy. There have been successful attempts to synthesize related areas in the curriculum and a greater use of major-minor and interdepartmental concentrations. Advanced courses have undoubtedly been placed on general education and on the responsibility of the student in getting his education. Programs are more individualized than they used to be.

Today the Trinity catalogue includes the equivalent of 250 full courses. I suspect that there is some water there that should be squeezed out. A comparison between the percentages of growth of the student body and that of the number of courses in our curriculum is not at all meaningful in general and specialized studies. Let us hope that it will meet the tests of time with success, for there is nothing that is more important in a college than its curriculum.

"THE LIBERAL ARTS COLLEGE"

SUPPLEMENT OF THE TRINITY TRIPOD.
APRIL 21, 1964

Contributors:

Dr. Arthur H. Hughes, Vice President and Dean of the College; Dr. Frederick L. Ogryzlo, Professor of English; Dr. M. Cordis Langhorne, Professor of Psychology; Dr. Richard Lee, Assistant Professor of Philosophy; and Mr. James A. Noleperous, Professor of Classical Languages.

Layout and artwork by Alex Morrow '66

Coordinator, Leon Shilton '65

U.S. Air Force

School's Out.

Right now, graduation seems way off in the wild blue yonder. But it's not too early to start planning. In the future, you'll look back on decisions you make today with satisfaction... or regret.

What can an Air Force career mean to you in tangible gain? The opportunity to take on executive responsibilities you might otherwise wait years to attain. And a head-start into one of a wide range of possible careers in the exciting Aerospace Age.

As an Air Force officer, for example, you may be flying a supersonic jet...helping to keep America's guard up. Or you may be in an Air Force laboratory, working to solve an intricate scientific or technological problem.

Doing jobs like these, you can hold your head high. In addition to being essential to your country, they're the beginnings of a profession of dignity and purpose.

For more information, see the Professor of Air Science.

If there is no AFROTC unit on your campus, contact your nearest Air Force recruiter.

USAF F-105, unleashing air-to-ground rockets at simulated enemy target.
Bergman’s SILENCE

by JOSEPH ORNATO

A GLASS DARKLY and “WINTER PERSONAL STATEMENT” THROUGH BIANISM, MASTURBATION, FREE LOVE—IS IN THE SCENE WHERE ANNA RETURNS TO THE TOWN, ONCE AGAIN AT THE BEACH. AT PREVIOUS WASHING SCENE, SHE IMPLORES JOHANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORSES JOHANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORES JOHANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORES J OHANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORES J O HANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORES J OHANN TO WASH HERSELF. AT PREVIOUS WASHING SCENE, SHE IMPLORES J ~

Bergman has sought a combination...
Frosh Power, John Greaney Beat Bulldogs

APRIL 19 -- Trinity's freshman baseball team opened its season with an impressive victory over New London.

Trinity's Bantam Track and Field team won the annual meet over New London on Tuesday. The Bantams, led by Mike Anderson and Joe Hourihan, took the meet with a score of 126 to 84.

The meet included events such as the 440-yard dash, the 880-yard dash, the long jump, and other track events. Mike Anderson set a new meet record in the 440-yard dash with a time of 51.5 seconds.

The Trinity lacrosse team also had a successful day, defeating Amherst College by a score of 8-3. The Bantams were led by goals scored by Lou Huskins and Henry Hopkins.

After the game, Huskins commented on the team's performance: "We played well as a team and were able to control the ball. We were able to make good on a number of scoring opportunities.

The Trinity lacrosse team will face Amherst again on Saturday at 3 p.m. at Trinity's home field.