Colleges Seen Rejecting Union Arbitration Bid

The College has refused a written request from the Service Employees Union that both sides submit to binding arbitration by the State Labor Board.

In a letter to the College's negotiator, the Union said that it would call off the strike if the College agreed to binding arbitration.

The letter was handed to Harry O. Bartlett, Director of Personnel, and College negotiator on Saturday. A meeting called by state and federal mediators Friday had failed to revive the stalled talks.

In a conversation with President Lockwood Sunday night, the TRIPOD observed that the College feels it could not meet any arbitration demand which would require the College pay more than the 7% wage increase it has already offered.

John Gontarz, business agent for the union, predicted that the mediators would be unable to save both sides again to the west in response to the arbitration letter.

State arbitration would involve a panel of three persons not involved in the strike one from management, one from labor, and one from neither of the two. The mediators would study the case and decide on an equitable settlement. The decision would be binding on both parties.

"If the College doesn't have the money to raise wages more than 7%, then the arbitrators won't ask for more," said Gontarz.

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Each side met with the mediators separately, and the College announced again that it had already made its final offer.

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Tango Interruptus

Henry Thomas as Patrice and Charlotte Moore as Lady India in the famous tango scene from Jean Anouilh's RING AROUND THE MOON now playing at the Hartford Stage Company through January 3.

Joan Stone: Free!
Dances of Our Time

A Service of Lessons and Carols
with the Trinity Concert Choir
Sunday, Dec. 20 at 5:00 and 7:30 p.m.  Trinity Chapel

DeGaulle's Hat Factory
No, it's a part of the sculpture collection of Lutze which is on exhibit in the Avisen Art Center until December 21. Whetted Photo
Who Done It?
Windshields on four trucks locked in the Buildings and Grounds garage were shattered sometime Thursday night. None of forced entry into the garage was found, according to Richard S. Cranfill, director of B & G. According to Cranfill, all foremen, supervisors, some workmen, and a few discharged employees have keys to the garage.

Two of the trucks were repaired Friday, at a cost of over $135 each. (Ruth Kelley Photo)

All-College Meeting...  
(from P. 1)

Faculty Seen Favoring Many Union Demands

Faculty members interviewed by the Tripod Saturday generally favored pay increases for striking Buildings and Grounds workers.

Dr. Ward S. Curran, associate professor of economics, said he is in sympathy with the striking workers but supports the college's wage offer. Curran said he was not in a position to comment on the college's "outrageous" contract--the most serious complaint by students who met in Wean Lounge Friday afternoon. Students are upset because the students' 10.6% wage increase is "trumped up" by the planed 8.5% increase for the college. Students are upset because the college has not raised its pay increases at the same time the workers have raised theirs. Curran said he wants an "equitable and fair settlement" within the range of the workers' demands. Curran said he believed that Garofolo and Jerry (Lithway) truckers brought the food and greeting cards refused to cross the AFL-CIO picket lines. Some truckers were diverted to off-campus sites Friday night.

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B.G. Striker... It's Cold!

B.G. Striker (a pseudonym to protect the innocent) is married, has three grandchildren, and lives at 142 Park Terrace. He has been working for the college since August 1961, starting in maintenance and Fuller (not Robert) brushes. Now he is the janitor in the Ferris Center, and he is on strike.

"I can't sell you much about Lockwood," he told the Tripod. "I do know that $2.20 wasn't enough (he shook his head at the expected rise in the cost of living. Curran disagreed, saying that as unemployment rates rise, the rate of inflation will decrease. He said that it has "already started to slow down."

J. Ronald Spencer, instructor of History, said the strike is not a "clean-cut case of heroes versus villains. "The workers have a legitimate right to fringe benefits," he added. However, the college does have a "legitimate right to contract with the most cost-effective personnel. Maintenance personnel in non-profit institutions receive low wages, Spencer added.

He said that the strikers are in a "union position." He said he hoped that the college would not "drag its feet" because "the strike affects the workers' "green economic" safety."

One faculty member is building a staircase off campus in support of the striking workers. A. Linke, associate professor of history, is "worried that student radicals will use the strike to press their own causes." He said that if the "happens, the workers' demands' will be lost in the shuffle of student demands."

Curran said that he wanted a "reasonable offer, that the workers' pay raises are no less than the pay increases in the range of the workers' demands. Curran also said that the labor "should not be raised more than the planned increase in the range of the workers' demands."

Gainey is married, with four children, one of whom was killed in Korea. There are two grandchildren, and the other on the silver fork he wears: "they mean I'm a good American citizen, I guess. That's all."

Services...  
(from P. 1)

As the weather gets colder, it will become increasingly difficult to deliver the cards. According to Cranfill extra machinery will be needed to thaw the ground. Cranfill said the installation was expected to last 3 weeks, and expressed the hope that the procedure would be completed soon. A blizzard, initially severe, would prevent the necessary daily oil deliveries. Cranfill explained that pipes in the buildings were not insulated. He said that the strike could affect the building's capacity to withstand the weather. "It's a year when the buildings are not heated."

Electronic pay cards for the Bookstore delivered the cards to an of-campus site Friday night. According to Bookstore manager Pens Hargrove. Only one mail truck has refused to cross the picket line. Since Wednesday, some delivery has been delayed because of the strike.
The Strike

Whatever else the strike of Buildings and Grounds may be, it is not a confrontation between the mighty monolith and the helpless human. Slogans proclaiming that the workers and students should unite to "fight the common oppressor" are applicable to a sense of community which has so very slowly developed on this campus. The Progressive Laborites just like the striking employees, deserve treatment commensurate with their human dignity. Such was not the treatment afforded Mr. Smith on Sunday night.

The decision of the all-college meeting to press for binding arbitration seems to us to be a most fair solution to the strike deadlock. Negotiations have thus far been grossly mishandled, The college should dismiss Mr. Jose Calhoon, the college lawyer who can't understand that we are a non-profit institution and not General Motors. This filing of suit in federal court before consulting state mediators was an outright act of hostility, compounded in full by the union cross-suit. Although the first negotiations started early in November, the two sides didn't get around to wage discussions until a day or two before the extended strike deadline. An intelligent person could wonder what ten people could bicker over for so long a time before getting to the meat of the contract.

Arbitration, of course, will put an end to all this nonsense. The workers need more than 7% wage hikes to live a respectable existence, and the college knows it, even though they can't afford it. Arbitration is more likely, however, to favor a broken institution rather than a broken worker, and the union knows that.

Student calls for a rosier budget picture will accomplish nothing. The college takes to comply with the arbitration decision, it should include student demands. The college should dismiss Mr. Jose Calhoon, the college lawyer who can't understand that we are a non-profit institution and not General Motors. This filing of suit in federal court before consulting state mediators was an outright act of hostility, compounded in full by the union cross-suit. Although the first negotiations started early in November, the two sides didn't get around to wage discussions until a day or two before the extended strike deadline. An intelligent person could wonder what ten people could bicker over for so long a time before getting to the meat of the contract.

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• What you never always wanted to know about the faculty

• Richard Hofstadter, a retrospective

• Report of the Committee on Experimental Programs
What you never always wanted to know about the Faculty

by William J. Miller, Jr.

George Anderson and Don Mattson are both associate professors of mathematics at Trinity College. Anderson has taught at the college for seven years; Mattson for six. Neither will be teaching here next year.

The Math Department presently has eight members. Next year, because of the limit of the faculty at 130 and the need for a new member of the Sociology Department, it will have only 12 members. That Anderson had both finished their probationary period, a decision had to be made on their tenure. In September both were told that they would not be rehired at the end of the present academic year.

Tenure is the agreement between a college administration and a faculty member that the college will continue an appointment unless it can show due cause why the appointment should be terminated.

In their 1940 Statement on Principles on Academic Freedom and Tenure the American Association of University Professors (AAUP) stated that "after a probationary period teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or extraordinary circumstances because of financial exigencies. The probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education."

The college follows the guidelines set by the AAUP. The conditions for tenure are described in the Faculty Manual.

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reached as to whether to renew the chairmanship or count of the interests of both the College and the faculty. In discussing the term of department chairmanships should be for five years or less by mutual agreement. Previously the term of the chairman was held indefinitely. In a competitive system where the individual is lost. He cited the New York state university system. Since there is no logical place for a teachers' union to start. "A union usually comes in outside is usually in better bargaining position. He can take better advantage of the new pay standards."

Battis felt that the college would not be a logical place for a teachers' union to start. "A union usually comes in every complex system where the individual is lost." He cited the New York state university system. Since there is good communication between the Faculty and the administration, he feels a union will not be necessary. He added that before a union appears there must be an understanding. One way that the faculty could insure fair treatment is by taking better advantage of the new pay standards.

Changes in chairmanships could be easily accommodated. Rotation for rotation's sake is no good. "A great chairman is one who attracts a department to itself. He must function not only as a teacher but also as the chief administrator of his department. He must keep in mind the welfare of all the members of his department and at the same time insure the departments academic excellence."

The role and considerations of the department chairman is described as follows:

1. Personnel of the department, including their professional growth and training to Trinity in keeping with the divisions outlined in the preceding sections on appointments, re-appointments, promotions, and tenure, and the departmental procedures in recommending personnel for merits in increases in salary.

2. The budget of the department.

3. The committee and assessment of the secretarial needs of the department.

4. The supporting educational services such as library collections, laboratories, etc.

5. The intellectual responsiveness and the stature of the programs offered by the department, including the content of the major, the course offerings and related academic concerns.

6. Relations with students enrolled in courses in the department, and academic support in the field.

7. Communication of pertinent to all members of the department.

President Lockwood has described chairmanship as an administrative appointment distinct from academic matters. One of the major drawbacks to a "star system" is it's expense. Robert Battis said that it is nearly impossible to have a star system. In the final bargaining the College is now in. Norman Miller likewise feels that the College cannot afford to seek "stars." Charles Miller mentioned the rationale in recruiting a star. "You have a faculty member on tenure and high pay before you have a chance to test him." Robert Battis talked of other deficiencies in the star system. "My appraisal," said Nye, "is that the disadvantages outweigh the advantages. It's best to grow your own since only one man causes a problem. A chairman who is not a good professor or tenured people for chairmanship means a failure to hold, promote, and attract good men. To go outside is an admission of failure except in new or small departments."

Mckee said, "Trinity is not in a star-system league. The star system is inconsistent with a very involved chairmanship. The college should, instead, be looking for young professors and for people who are interested in the problem. You must find a good, young man and give him position so he can put his good teaching, scholarship, and service to the school and community in the field."-Scheuch disagrees with Nye and McKee. He said that the star system is "being done constructively elsewhere. It's a good idea since it attracts good young people. The administration does make a conscious effort to get people who will be committed to the institution..." He added that in the field the college had no star-system, said that people were brought in from the outside because of the strength of the division. If the college's comparative strength is questioned. He added that, "although a star system is a kind of comment on the people you have, it doesn't mean that all the people in that department are not good."

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Retrospective...

A Suspicious Respect for History

by Jay Mandt

Richard Hofstadter was one of the great political and intellectual historians of the 20th century. Born in 1916, he was one of the few historians to have a significant impact on public life, and his work continues to influence political discourse today.

Hofstadter was a professor at Princeton University and later at Columbia University, where he was a prolific author and influential scholar. He is best known for his work on American politics, history, and culture, and his ideas have been widely discussed in both academic and popular media.

Hofstadter's work covered a wide range of topics, including the origins of American politics, the rise of the Progressive era, and the history of American thought. He was particularly interested in the role of intellectuals in American society, and he wrote extensively on the subject of intellectual life in America.

Hofstadter's most famous work, "The American Political Tradition," was published in 1948. In this book, he argued that American politics was shaped by a cultural tradition that emphasized individualism, pragmatism, and a distrust of authority.

Hofstadter's ideas have been influential in both political and academic circles, and his work continues to be studied and debated today. His legacy is one of a scholar who was not only knowledgeable but also a thoughtful and insightful historian who was able to connect with both the general public and the academic community.

Towards the end of his life, Hofstadter was awarded the Pulitzer Prize for his book "The Age of Reform" in 1966. He passed away in 1970, leaving a lasting legacy as one of the most important historians of the 20th century.
Homage from Eleventh Grade by David Sasso

Along with a great many other people, I first ran across Richard Hofstadter my junior year of high school. I discovered him in the form of a small paperback called Political Tradition. Exactly what year I read it is indefinite; it accompanied a typographic American history curriculum and thus assigned chapter by chapter. But after the first assignment in it--Jefferson, I think--I kept reading. While some unfortunate delays were entailed, I was still sitting in the back, reading "The Democrat as Revivalist."

There is very little history suitable for such in-class diversion. To understand what Hofstadter meant to me then, one has to remember what the eleventh grade history curriculum is like. We are given a large number of texts, written by someone in the education department of Montana State University, and has important names in boldface and requires a good deal of effort. The second is written by a reputable historian, slumping, making a very effort apparent to down. (I remember one in particular, "Air Heavens, proudly described as an insult to an eleventh grade intelligence."

There are vague rumors that somewhere, over the horizon, sometime, history is decently and meaningfully, but that his products are not to be read in eleventh grade.

To an extent, I suppose, they shouldn't have been, I did most of my history assignments that year, and I doubt I was unique, one of the few who read the whole book to school the morning they were due. With the stuffing coming out of the seats and the window refusing to open, it was not the time for even the barest degree of intellectual inflicting, expressed in a prose style meant to be charitably overlooked. This was not directly tied in with infighting, expressed in a prose style meant to be excruciating detail or intellectual difficulty, but nobody ran around demanding that the writing be made harder.

Into this intellectual wasteland came The American Political Tradition, and I was instantly captivated. It could actually be read. I do not mean to imply that Hofstadter was below the historical standards of the other, less intelligible historians. He wasn't; that was largely the point. Hofstadter wasn't writing down to anybody, and his perception had a depth and acuity I'd never seen in my fifteen years.

But that wasn't the most important thing, and that alone would have been insufficient. Hofstadter wrote history better than I did, but he didn't do so in an infantile or imitative way. (That's the second time this week I've written that.) The first was on a graduate school application, in hopes that so palpably true a statement would come across as a complement of my claims.) He had a sense of the way sentences should join together. Every sentence in Hofstadter has a point, and leads to the next. His art is not just in the minor unimportant sentences in a paragraph, to set up the big picture. This is true as well in his larger structural the APT. He never felt it necessary to throw pages of facts in a solid bloc at the reader. His art is a reflection of his desire to work his history.

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Hofstadter moved in my history classes. He moved over the years. This brings us to the third reason for his pre-eminence. History is a relatively ancient discipline compared to sociology, anthropology, and the social sciences have tended to view these upstart disciplines as rather unimportant. This disdain, this often rationalized on grounds that make good sense. Hofstadter, has frequently depressed historians of the valuable insights which they can offer, while simultaneously forcing social scientists into a rather defensive posture. It is the development of historical findings.

Such scholars as Harry Elmer Barnes made halting attempts in the late 1920's and '30's to foster cooperation among historians and between historians and social scientists. But the result was only in the long run it was not until well into the decades that a concerted effort was mounted to break down the barriers between the disciplines. Again Hofstadter played a leading role. In several books, beginning with The Age of Reform, Hofstadter employed concepts from sociology and social psychology to help us understand the intellectual faces of historical figures. At the same time he sought to work out a theoretical rationale for the cross-fertilization of history and social science, thereby helping to pave the way for later historians and social scientists. (Interestingly, Hofstadter's closest intellectual associates included the anthropologists David Riesman and and the political sociologists

Seymour Martin Lipset, all of whom her history had warranted much to teach the social-sciences as to how to learn from them.)

Hofstadter argued that the social-sciences could be useful to the historian in two respects. First, they provided with him new methodologies, career-choice analysis, content analysis, refined techniques of quantification, and so forth.

More importantly, however, the social-sciences would help to enlarge the range of historical inquiry and to generate new hypotheses about the past. As Hofstadter put it in an essay published in 1956:

"Professionals in the social sciences, the historian begins to realize that matters of general concern to other disciplines force him to enlarge his conception of the past. Questions are raised associated with social status, social mobility, differences and conflicts between generations, child-rearing in the middle classes." It is this process which the historian has not been persuaded to do. He has seldom been asked to contribute to the social sciences. The history that Hofstadter was not to be trusted because he wrote so well."

The Progressive period may indeed represent a process of reaction, but Gabriel Kolko will never convince me of it.

Eleventh grade, of course, was only my introduction to Hofstadter. My first encounter with his work came in the twelfth grade American History course, three American History course at Trinity, one American History course at (Continued from Page 5)
This fall, a new committee, the experimental programs committee has been working to develop ways that the most imaginative advantage of the possibilities offered by the new curriculum. The members of the committee are Professors Oppenheimer, Menzies, Greenblatt, James Wolcott, Bronzino, Michael Pretina, Robert Oxburn, Dean Robbins, Winslow, and Jonathan Goodwin, Howard Greenblatt, James Wolcott, and myself, as chairman.

We conceive our role as that of a catalyst to the development of some of the more exciting possibilities of the new curriculum. We may find in Trinity's educational possibilities. The new curriculum offers the framework for more imaginative and diverse programs than are currently being pursued. The change to the structure of the curriculum can no longer be blamed for whatever shortcomings we may begin to take advantage of those possibilities.

Last year, I participated in a group open seminar program, "Skiing and Being", which I am again conducting this winter, and which I plan to continue on a regular basis. The committee has already submitted two new proposals to Dean Nye, one on the New York Program, and the other on a program for extensive study in a specific area which seeks to incorporate aspects of the Vermont program into a program here at the college, as well as new ideas on the possibility of the student taking a broader role in the process of education.

CONCENTRATED STUDY PROPOSAL
There has been considerable excitement on the part of students recently for a kind of educational possibility which could fit into experimental programs. It has been requested that the committee develop a program for extensive study in a specific area which seeks to incorporate aspects of the Vermont program into a program here at the college, as well as new ideas on the possibility of the student taking a broader role in the process of education.

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NEW YORK PROGRAM FOR PHILOSOPHY
Submitted by W.M. Brown

One of the legacies of logic and rhetoric in the current century has been a bifurcation of epistemology into what Reichenbach called the domain of verification and the domain of discovery. The former area is one where philosophers of science and included such questions as how scientific theories are verified or confirmed, the nature of scientific explanation and prediction, the relationship of laws and theorems. The domain of discovery, closely related to creativity, deals with the best way to approach such matters. The two domains have been separated into two separate spheres of investigation, distinct from the creative processes of art, literature and philosophy itself. Indeed there is a growing body of evidence that indicates the distinctions between the creative processes of art, literature and philosophy itself. Our concern is with the discovery, formulation and interpretation of form in a variety of ways in art have seemed to me to be more significant than the corresponding differences. These differences, we believe, are due to the fact that the former involves the heart of creativity and discovery and would be the general purpose of the Open Semester Program. As such it would combine two courses which I already offer: One in epistemology, called the philosophy of discovery and the other in the philosophy of form.

Organizing the Open Semester as a group experience centered in New York City would add two significant dimensions to the Open Semester Program. Because of intensity and closeness which a small group of students and teachers could achieve in working together within such a program, it would provide a means of learning about the psychological dynamics of creativity and discovery, both of people living and thinking together and of individual human imaginative actions. I envision, therefore, a division of energies between intensive seminars in one area and projects in another area, a variety which would enhance the resources of the entire group and extend the range of its inquiry. New York City, for all its problems and dislocations, is the most creative conglomeration of creative energy in the world. It offers an ideal setting for the Open Semester, rich in theater, literature, and museums, providing an overview of all that is the city and pace of its urban life.

My own work in this area has been expressed in two recent publications, "Construction and Representation: "Playfulness and Poetry", both delivered for the Community Seminar Series at Princeton University.

NEW YORK PROGRAM FOR THEATRE ART
Submitted by: David F. Eliot
Instructor of Theatre Arts
Two hours from New York City, as we all know, lies the center (Continued on Page 8)
for the established and experimental theatre in this country. Unfortunately, however, aside from occasional trips to see a show the vast education potential of New York for the student Interested in theatre lies in its unexplored possibilities, for the student working at one theatre to demonstrate for the rest of the group the techniques they are working with at that particular theatre. Under the direction of the director, the possibilities should exist for the group to work daily on various exercises, and it should be possible for the students to use these exercises as the foundation for using the techniques they have become interested in. Performances by small groups for the whole group would be a regular feature of the programme. In addition, the students in the other college groups have done this. Also, a show using the whole group could be worked up for presentation at Trinity upon the request and participation of the students in the programme.

To conclude, what the theatre orientated student could learn through observation and participation in New York would be...

NEW YORK PROGRAM FOR RELIGION

Submitted by: John A. Gettier Department of Religion

This project on Biblical Interpretation would be divided into three parts, each of which would continue simultaneously.

(1) Seminar in biblical literature. This seminar would consist of a systematic and intensive study of the Bible with emphasis upon the methods and varieties of interpretation. For example, a study of the figure of Zorah was presented in the Synoptic Gospels. This phase would not necessarily take advantage of NYC except as students do work in various libraries and have interviews with available theologians. However, the seminar would supply the foundation and unifying factor for the entire program.

(2) Seminar on biblical themes in contemporary art.

This seminar would be an extensive survey of as many types and examples as possible to identify and discuss the dilemmas of man in the modern world as seen by a variety of artists and to relate these views to those of biblical writers and poets. The aim here would be to comprehend these dilemmas as defined in the Bible and perhaps to find new means of expression.

(3) Independent study. Each student would be expected to work out his own project (ahead of time) which would arise out of the above. In particular individual students could draw upon his background and interests to pursue research and to relate his own study in some way to the interests of the group. This phase is intended to encourage a student to take the initiative and to recognize that research should be a regular feature of his study and that he should be able to do research and to relate his own study in some way to that of the rest of the group. The range of possibilities are limitless: e.g., the student who contemplates a business or medical career could work out a project examining ethical issues within such a field as law, medicine, etc. (Credit for this part would be limited only by time.)

The final part of the program is, for want of a better title, a regular experimental theatre. This project on Biblical Interpretation would be divided into four major parts: Part A, Part B, Part C, and Part D.

Part A: Investigation of two dimensional form. This part of the program would be most desirable. The experimental theatres of Off-Off Broadway are always looking for new talent and would be interested in bringing students into their theatre movements in modern times, a movement that has already extended its influence abroad. Students could work as designers, technicians, or actors. The opportunity to work at a theatre in New York would be a valuable addition to the students' experiences and ideas. The street theatres, like the Cafe Theatre, are always in need of designers. The Morgan library has a valuable collection of materials that could be obtained practically nowhere else. Other particularly important are their files on the experimental theatres. There are other excellent libraries in New York City that have a variety of materials that could be obtained practically nowhere else. Other particularly important are their files on the experimental theatres.

Part B: Research projects involving one aspect unique to New York City. This program could consist of four parts, involving studio work of two types, research using museums and galleries, and a student apprentice project. All of these parts are potentially alterable in view of differing interests and involvement.

Part C: Research projects involving one aspect unique to New York City. This project on Biblical Interpretation would be divided into four major parts, Part A, Part B, Part C, and Part D.

Part D: Research projects involving one aspect unique to New York City. This program could consist of four parts, involving studio work of two types, research using museums and galleries, and a student apprentice project. All of these parts are potentially alterable in view of differing interests and involvement.

Part E: Evaluation of the program. This phase would consist of four parts, involving studio work of two types, research using museums and galleries, and a student apprentice project. All of these parts are potentially alterable in view of differing interests and involvement.

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Part J: Evaluation of the program. This phase would consist of four parts, involving studio work of two types, research using museums and galleries, and a student apprentice project. All of these parts are potentially alterable in view of differing interests and involvement.
To the Editor,

The B & G strike is showing that politics do indeed make strange bedfellows. The SDS and the AFL-CIO have teamed up to support a strike. Before I comment on this further I wish to declare my support for our B & G workers. I would gladly see the room rent or tuition raised if the increase went totally into the B & G pay checks. Let anyone who wishes to call me fascist or capitalist ask himself whether he too would finance the betterment of his fellowman out of his own pocket. I address this particularly to a young lady of the S.D.S. whom I left foaming at the mouth in front of Mather Hall. I ask this also of the regional and national AFL-CIO. What are they giving the worker or are they just taking in more union dues?

I'm afraid that this time the S.D.S. has teamed up with the fascists. By the fascists I mean the AFL-CIO regional and national. If my fellow students cannot comprehend this let me ask them a few questions. Who is it that calls students "bums" and "communists"? The A.F.L.-C.I.O.? Who cracks students heads and basalts them senseless when they are marching for peace or human rights? The A.F.L.-C.I.O.? Who has an approved program to destroy the colleges, universities and centers of reason in America? The A.F.L.-C.I.O.? All right then who are the true fascists in America? The A.F.L.-C.I.O? Who is national unionizing workers in order to attack Trinity. The S.D.S. also wishes to attack Trinity. In fact the people they have sent on campus freely admit that they wish to destroy Trinity. We must not see Trinity destroyed. We also must give all of our workers a decent wage. They should give the B & G workers what they need and at the same time expend their own money, the S.D.S. and the A.F.L.-C.I.O. regional and national from our campuses.

The B & G workers are taken advantage of by anybody. College takes advantage of these workers. For 2 weeks it is $200. per worker due to wages not paid to workers. For 2 weeks it is $300. Thus, for all their trouble on the picket line, the workers will gain slightly over $200 for 1 year per worker less any amount paid in union dues. If the strike lasts longer than two weeks the workers gains are even less. The strike is caused by the new pension plan for the workers in an industry where many of the younger workers appear to be transient while it appears that many of the workers are working long enough to gain adequate benefits from the pension. Secondly, the strike has been planned for a time of year when it is ineffectual the contract should have been done away with long before now. Finally, I question whether the union leadership told their membership 2 or 3 weeks ago to start economically preparing themselves for the eventuality of the strike.

I do believe the college has made a sound offer to the B & G people for the work they do. However, my purpose for writing this letter is to show how there is little economics involved. This would be true not only in terms of real wages, but in terms of the savings gained from dispensing with the services of the workers, many of whom are of foreign descent and cannot understand our economic system.

To the Editor,

In the light of the current B & G Strike, this would seem an opportune moment to point out our very essential participation in the maintenance of college property. As an example, the college has successfully maintained the Kittile auditorium and the auditorium's janitorial staff. Perhaps an experiment might be carried out using the college's part-time staff, employed on a part-time basis to perform some of the routine maintenance of the college.

Peter Stott '79

'fascist'

'leadership'

'example'

I can already hear the first objection to a cooperative plan. "What about all the workers who have jobs here?" Well, this is a college, not an employment agency. It is time the college recognized this and began organizing itself along more realistic, practical lines - those of the relatively self-sufficient community it is supposed to be. Building and grounds maintenance is as much a part of community life as dormitory living. Also, if the college doesn't evaluate its spending policies and eliminate that which is extraneous (i.e. B & G), it won't have much life as a college left. No one will be able to afford to come here.

One last point, which is a reflection on strikes in general. Where is the fairness in a system that permits a union network to effectively sever an institution's livelihood, forcing it to halt operation, so that ultimately its demands are met without equivocation? Obviously, the union can force the college to meet its demands. But what can the college force? Nothing. The idea that a group of striking janitors can bring a whole educational institution to its knees is totally abhorrent to me. And who's to say that this will not recur with increasing regularity in the future? The work of this college must go on unhindered. Let's get rid of these elements in the institution that would thwart this purpose!

Josh Philip Kupferberg '73

Pax et Lux

December 8, 1970

TRINITY TRIPOD

More LETTERS to the editor

I thought I was left.

I thought I was left.

I thought I was left.

I'm left.
I agree...

George Will, left, assistant to Senator Gordon Allott of Colorado and Trinity graduate, stikes a pose of support after the lecture. In photo: wrong, right, Darrance professor, at the Campaign '70 symposium on Saturday morning. Also participating are Murray Stedman, former chairman of Trinity's government department (second from left) and moderator Ronald J. Spencer, instructor of history.

Black Studies...

(from P. 1)

According to Morris, the Curriculum Committee is worried about whether the new programs might overtax the College's resources. According to Will, the Black and Asian Studies programs were "confirmed in principle," the Combined Programs were "confirmed in principle," as were the "related programs.

The committees were asked how the programs might be implemented physically and financially into the curriculum in view of the limited faculty and financial resources of the College, he added. A careful analysis of Black Studies was completed by the Financial Affairs Committee this semester, according to W. C. Curran, Committee chairman. The cost of Black Studies at the College was investigated in the budget and what each department has to give up to run the program was calculated.

The results of the analysis were given to the Joint Educational Policy Committee for study. Curran refused to release the results of the study to the Trippod.

This fall the Educational Policy Committee formed an ad hoc subcommittee, whose three members have a special background in intercultural studies, to investigate this question. The Educational Policy Committee did not have the "experience" to investigate the problem said Chairman Robert C. Stewart last Friday.

"What we are trying to do is find a machinery that will embrace the broad interest of students in cultural studies" said Morris, a member of the ad hoc committee. He said he would like to see the title of the combined programs be "Culture Areas Studies" if it is introduced to the curriculum.

"Hopefully such a machinery would include possibilities for a major under the program. Such a culture studies area should give a student a chance to study in depth a particular culture," he added.

He said the program could make "a more efficient use of our resources in carrying out the curriculum." This overall program would "amalgamate all the demands for interdisciplinary studies" Morris commented.

"There is sincere interest in this and we have time to investigate" Morris commented.

Black studies should be expanded to the status of a major said H. McKim Steele, associate professor of history and a member of the 3-man ad hoc committee, in an interview Friday.

"My feeling about Black studies is: it's time we've got to stop studying and start teaching," Steele said.

"There are courses in black studies that any college should offer, because from the point of view of history, they are an important part of the human record," Steele added.

"The broader issue" Steele continued is "the kind of curriculum we're going to have in the college as a whole" and how "we work out our priorities.

Steele said that the College should "make the point of the talents it has." The College should "get a certain kind of faculty who are able to do service in more than one area." This would stretch a college's resources, he continued.

The 3-man ad hoc committee will be looking at "long range" programs of intercultural studies at the College Steele said.

"An official" statement about the goal of the program will be made by the Curriculum Committee possibly "next semester" Lindsay said in an interview.

After considering the report, the Curriculum Committee may prepare a proposal to the Faculty about Black Studies and other intercultural programs at the College, Lindsay said.

The apparent "slowness" in discussing the Black Studies program by the various Faculty committees is "not an attempt to haggle," program Lindsay said.

New programs will have to be fitted in, rather than added on, to the present curriculum structure, Lindsay said, since the size of the faculty will probably remain constant for the next few years.

"This would mean some departments might have to "give up something" for a new program in the curriculum, Lindsay added.

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Shuffling of Mather Hall Services Expected

The College will make a major financial outlay to improve the dining and kitchen facilities in Mather Hall by next September, according to President Theodore D. Lockwood.

The College has apparently ruled out plans to add a new wing to Mather Hall at a cost of over $1.5 million.

In a letter to parents, last month, President Lockwood said that increased demands on dining and kitchen space will require the College to change this month among several alternatives, all of which "entail a financial outlay of considerable proportions."

Last year, when the College first began to investigate the crowded conditions in the student center, a dining consultant and an architect drew up plans for a new $1.5 million wing for Mather extending toward the College to consider the cost of a new wing.

The consultants preferred relocating the snack bar and TV lounge either to the Washington Room or to the basement of Mather Hall.

The alternatives involve shifting the snack bar 400 feet to the Washington Room at this time. Shilkret estimates that the total cost of over $1.5 million.

According to the consultant, the College will be able to cut the cost in half if it moves the snack bar instead to the Goodwin auditorium.

The consultants also proposed other plans among several alternatives, all of which would involve a financial outlay of considerable proportions.

The consultants admitted that the game room is "financially impossible" for the College to consider the cost of a new wing at this time. Shilkret estimated that the cost is now up to $2 million.

Shilkret objected to moving the snack bar to the Washington Room because of the duplication of kitchen facilities the move would involve. "If anything we should work down, not up," he said.

Shilkret that the Washington Room should remain intact because of the limited capacities of the Goodwin and Life Sciences theatres and the use of Krieble auditorium by the College.

He said that the College is considering "removing the constraints of putting everything in (the Mather) building," Shilkret said that some facilities in the Mather basement might be moved to other College buildings to provide space for kitchen and storage purposes.

Shilkret admitted that the game room is "an unglamorous project as a student center wing."

Rees disagrees. "If I can make this wing out to be the most feasible and reasonable course for the college to take, then that's all I need."

The development office which Rees heads tries to find outside sources of income once the Trustees make a decision on a program or building.

James K. Robertson, treasurer and comptroller, told the TRIPOD it would be unwise to borrow much capital to finance any Mather Hall changes. He estimated that the college news close to $2 million to creditors and to the endowment fund, the college would be forced to use more.

Furthermore, we don't want to spend millions on Mather if student life styles are expected to change as rapidly as they have been," Robertson asserted.

This Week

TUESDAY, December 8
16:00 p.m. - 4:00 p.m. - Tripod Colloquium
Alumni Lounge
4:00-6:00 p.m. - Play-writing class readings - Old Cave
7:30 p.m. - Film: "The Man in The Cave"
8:00 p.m. - "The American Way of Life and Its Relation to (Traditional) Religion" - Panelsite: Provost

Wednesday, December 9
1:00-4:00 p.m. - Film: "Satisfied"
6:30 p.m. - SIMS - Alumni Lounge
7:30 p.m. - Film: "The Man in the Rainbow"
8:00 p.m. - "Satisfied" - Cinema 3
9:00 p.m. - "The American Way of Life and Its Relation to (Traditional) Religion" - Panelsite: Provost

Thursday, December 10
6:00 and 8:00 p.m. - F. & V. Basketball - Coast Guard Academy Dive - Home

Friday, December 11
10:30 p.m. - The Euchre - Chapel

SATURDAY, December 12
2:00 p.m. - Hockey-Amherst - Away
3:30 p.m. - V. & F. Swimming - RPI - Away
6:00 and 8:00 p.m. - F. & V. Basketball - Home
8:00 p.m. - Modern Dance Concert by "Qwerty and the Indians" by Milton Horst, and "The Makia" by Jean Genet - Goodwin Theatre
8:00 p.m. - Philosophy Club - L.S.C. Auditorium
9:00 p.m. - MRBB - Senate Rm.
9:30 p.m. - Theatre Arts presents: "Quverty, and the Indian" by Milton Horst, and "The Makia" by Jean Genet - Goodwin Theatre
10:30 p.m. - The Euchre - Chapel

Sunday, December 13
1:15 p.m. - Newman Apostolate Mass - Alumni Lounge
2:00 p.m. - Benefit Concert: "RED BONE" - Farris Athletic Center - sponsored by MRBB - Admission: 30.
4:00 p.m. - Flute Recital by Michael Schikman - L.S.C. Auditorium
7:30 p.m. and 9:00 p.m. - Films (as Sunday) - L.S.C. Auditorium
7:30 p.m. and 10:00 p.m. - Films (as Wednesday) - Cinema 3
8:00 p.m. - Theatre Arts (as Thursday) - Goodwin Theatre
8:15 p.m. - Film - F. & V. Basketball - Home

MONDAY, December 7
7:45 p.m. - Film: "The Day the Earth Stood Still" - Cinema 3
8:15 p.m. - Film: "The Man in The Cave"
9:00 p.m. - Film: "The Man in the Rainbow"

TUESDAY, December 8
7:45 p.m. - Film: "The Day the Earth Stood Still" - Cinema 3
8:15 p.m. - Film: "The Man in The Cave"
9:00 p.m. - Film: "The Man in the Rainbow"

WEDNESDAY, December 9
7:45 p.m. - Film: "The Day the Earth Stood Still" - Cinema 3
8:15 p.m. - Film: "The Man in The Cave"
9:00 p.m. - Film: "The Man in the Rainbow"

THURSDAY, December 10
8:45 p.m. - Readings (as Tuesday) - Old Cave

This Week

Richard Fenn, Rabbi Stanley Kessler, The Rev. David King, Father David Losanges, Moderator: Prof. Frank Kirkpatrick

We think we might have what you're looking for. Something 27 million dollars will depend on for security and a better life.

We'd like to consider taking a sales management position with Aetna Life and Casualty. We have hundreds of broad-gauge management positions, both in the public and in the home office, that pay substantial salaries right from the start. At all the company and hard work. But the records can be very high. To yourself, to others.

If the insurance business is still the Overlooked Profession to you. It's probably because you haven't heard the whole truth about it yet. New face-changing it has become. Or have sophisticated. Or that it's just like every other career of sales management today. Insurance probably takes more college graduates than any other profession.

We have jobs in all divisions of our company. If you'd like face-to-face contact with people we have many positions that will give you immediate contact with the public. If you'd rather deal with your other professionals, and we can work it out between us.

A brochure called "The Whole Truth" gives the specifics on sales management as well as other opportunities. If you'll tell us what you're interested in, and we can make it work out between us. We have positions in all areas of the company. Today, insurance probably takes more college graduates than any other profession.

We are an Equal Opportunity Employer and a 3HS-participating company.

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Even though the development office which Rees heads tries to find outside sources of income once the Trustees make a decision on a program or building, Robertson said the College gets prime interest rates, but admitted "Dees is a question of whether anyone will loan us the money."

Furthermore, we don't want to spend millions on Mather if student life styles are expected to change as rapidly as they have been," Robertson asserted.

We'd like to consider taking a sales management position with Aetna Life and Casualty. We have hundreds of broad-gauge management positions, both in the public and in the home office, that pay substantial salaries right from the start. At all the company and hard work. But the records can be very high. To yourself, to others.

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Skaters Nip Engineers 3-2. Finkenstaedt Tallies Twice

by Shawn O'Donnell

The Trinity squash team opened a rigorous schedule on Friday by falling to standing squash teams in the nation. Navy, 9-0. The Bantams were clearly out of seventh. All other matches were coped by fifth position and Dave Schirmer, playing Saturday to face Army.

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Third period. Junior transfer Tom Tamoney also moved in his second period to give the Bantams' marked margin of victory. Star performances by the team in the opening and closing periods bracketed a very sloppy middle that saw Coast Waiton's skaters rebounded by the penalties that also plagued them against UConn. The Engineers failed to capitalize on the Bantams' seamy play for their first win of the season.

In Friday's first game against Clarkson, the Bantams blew a 16 point first half lead. The game started very slowly and after about seven minutes had elapsed Trinity held a slim 11-10 lead. Thanks to some fine outside shooting by guards Howie Greenblatt and Al Floyd, the Bantams then bolted into what appeared to be a commanding 16-28 lead. Clarkson managed to come back, however, and at the end of the first half the Bantams led by only 28-42.

Once the second half began, the Bantams seemed to do little right. They were outrebounded, outplayed, and just flat out outplayed. The defense, expected to be a weak point this year, fell apart and allowed Clarkson to score half of its 28 points. Clarkson then bolted into what appeared to be a commanding 48-38 lead. Clarkson managed to come back, however, and at the end of the first half the Bantams led by only 48-42.

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