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Profile
of the
President

Ten years of association with the President of Trinity College will give me the right, perhaps, to accept the assignment of trying to paint the portrait of Al Jacobs, the man. Let us take a few glimpses into his daily life and his habits and attempt with a few broad brush strokes to capture his likeness on paper.

One thinks immediately of his devotion to his family. The Jacobs family ties are strong and tight. They stretch from Green Pastures, their summer home on Chappaquiddick Island off Martha's Vineyard, to Vernon Street, and to Michigan. The deepest roots are in Ann Arbor. Loretta and Al think nothing of driving to Ann Arbor in one day after an early start. A visit there not only awakens memories of student days and presents a chance to see old friends and scenes, but it also reunites Loretta and Al with the families of their two married daughters. Their married son is a candidate for the doctorate in history at Columbia University. Al is a grandfather and obviously proud of his status. Holidays are especially important to Al and are always celebrated by a reunion of all the Jacobs family and in accordance with the family traditions. The Christmas tree has to pass Al's inspection and meet certain specifications. Many of you have received his annual poems written in longhand on his Christmas cards. Many of you have seen him wearing his red Christmas vest made by his daughter and decorated with the metrical pattern of the doggerel verses for which he is well-known among his friends.

Al is deeply religious. His services as a layman to the Episcopal Church are exceptionally significant and too numerous to recount. However, one soon comes to realize that his life and thinking are governed by his religious convictions. The public, along with the College, has seen him frequently in academic costume at the large functions in June without being aware that he devotes the same meticulous attention to the conducting of matins for a small group of students on Monday mornings throughout the school year.

Al is an early riser. Well before eight o'clock he has bought and read his daily New York Times, usually driving down to the railroad station where the paper first becomes available. Before nine o'clock he has written more longhand notes and memoranda than most people write in a day. If there is any one single instrument that should be associated with Al Jacobs, it is a fountain pen with a broad point and filled with black ink. All his talks and addresses are composed in longhand. He never fails to acknowledge a favor or to congratulate a friend for an achievement, whether great or small. As one who is obliged to interrupt him very frequently, I can testify that he never seems to resent these intrusions of his office and that he is almost invariably sitting at his desk with his pen in his hand when I enter.

Al is a sports fan. His position of deploring professionalism in college athletics is well-known, but he is nevertheless an ardent fan. The Detroit Lions and Tigers, the New York and San Francisco Giants are his favorite teams. It is well to have facts in mind before opening a conversation with Al about football or baseball. Of course, he never misses a game at Trinity if he is in Hartford.

Al grumbles sometimes, but it is a good-natured sort of grumbling. He is a fine host—an evening with Loretta and Al is a delightful experience. He is loyal to his staff. He is a television star, and I might add that he starred in the Dramatic Society when he was an undergraduate. He has made a veritable host of friends in his ten years in Hartford as a person, as a citizen, as a Rotarian, and as a college president. Any one of his friends would be pleased to have the opportunity that has been mine in these observations. I have avoided on purpose the information that one can read about Al Jacobs in Who's Who in America. However, I hope I have put together at least a thumbnail sketch. You can add your own impression of Al, and in any case we wind up with the picture of a man whom we are proud to have as the President of Trinity College. — A.H.H.
at his desk

as TV moderator

with the family

at a game
The years since World War II have witnessed vast changes in the world of higher education in general and in Trinity College in particular. The flood of students returning from military service had by the fall of 1946 brought the College's undergraduate enrollment to nearly double the prewar figures: a 500-student College had overnight become a 900-student College, creating problems of adequate student living and dining facilities, classrooms and laboratories, administration, and faculty.

The staggering job of rebuilding and expanding had to be faced without a permanent president, as the tragic and untimely death of President Ogilby had taken away our leader in the summer of 1943; but the good ship Trinity was ably navigated by Acting President Arthur H. Hughes during the last two war years up to the time a new captain, George Keith Funston, actively assumed command in the fall of 1945.

President Funston had laid a solid foundation by the time he resigned in May of 1951 to assume the presidency of the New York Stock Exchange. A successful fund-raising campaign had provided capital for enlarging the Faculty and Administrative Staff and improving salaries, building a badly needed new dormitory, Elton Hall, and the Memorial Field House, and providing more adequate maintenance of the physical plant. It was during President Funston's administration that Karl W. Hallden '09 gave a new engineering laboratory. The most significant addition to the college plant under President Funston was a new library, which made it possible to arrange the entire collection in their proper places on shelves instead of piling numerous volumes on the floor.

Thus, when Albert Charles Jacobs assumed the Presidency of the College ten years ago, an encouraging start had been made to the rebuilding that was vital to the maintenance and raising of educational standards of an institution that aspired to remain in the front rank of American colleges. In these ten years the task has been nobly advanced under Albert Jacobs' able and inspiring leadership.

Since 1952 the size of the undergraduate body has increased from 925 to 1044. The enrollment increases in the Department of Graduate Studies and Summer Session have been even more striking during this decade, rising from 295 to 550 in Graduate Studies and from 297 to 617 in the Summer Session. The adoption of a Transition to College Plan and an Advanced Placement Program have combined to make it possible for a student to accelerate his progress through college.

A five-year program in engineering was added in 1959-60 leading to three different engineering degrees. Most significant curricular changes were adopted in 1961-62 in the New Curriculum, which undertakes to place upon the shoulders of the student himself a greater responsibility for his education.

The expansion of the physical plant has continued. Student living quarters were increased by the erection of Jones Hall in 1953 and the North Campus Dormitory in 1962, and by the acquisition of properties on Vernon Street and Allen Place. Additional contributions by Mr. Hallden have made possible substantial additions to the Engineering Lab. The Downes Memorial Clock Tower has provided a Trustees Room and much-needed space for additional administrative offices. A Math-Physics Building is presently under construction and will be ready for occupancy by fall. A Fine Arts Building will be started this year. Mather Hall (1960), the Student Center, meets a long-felt need. New offices have been constructed for some of the Faculty and old quarters rebuilt and renovated for others. In 1963 a Language Laboratory was opened.

Appropriations for the Library have been substantially increased, making possible a doubling of the library staff and large additions to the book collection and periodical subscriptions.
Personnel and physical expansion has to be financed. The Program of Progress (1956–58) exceeded its goal of $4,570,000 and contributed to endowment funds. The Alumni and Parents Funds combined have increased the College’s annual income by more than $100,000 in the period and together yielded $166,000 in 1961–62. A less happy aspect of the financial picture has been the repeated increases in tuition. The burden of mounting tuition has been eased in some degree, however, by increases in scholarship awards from $89,550 in 1953–54 to $350,000 in 1962–63.

The condition of the Faculty has been gratifyingly improved over the past decade. The full-time Faculty has increased from 82 to 103. The number of Professors has been raised from 18 to 29 and the number of Associate Professors from 13 to 33. The salaries of the 41 men who were on the Faculty in 1952–53 have in the intervening ten years been raised 97 per cent, and new members of the Faculty have shared in the salary improvements. Improvements in fringe benefits have been generous and include: increased retirement pensions, improvement of the group life insurance plan, a major medical policy at no cost to the Faculty, a group total disability benefits program, an increase in the number of sabbatical leaves, and an allowance for tuition for faculty children at other colleges up to a maximum equal to the tuition at Trinity.

These benefits have given the Faculty every ground for the confidence which they have in Al Jacobs and the universal esteem in which they hold him. But there is something more basic than material benefits which has gradually won Faculty trust in their President — the conviction that they have a President who has not only worked hard and purposefully for the College but is ever ready as a true friend to sit down and give a sympathetic hearing to their problems. This feeling was recently succinctly expressed to the writer by two of his senior colleagues. “He is the most faculty-minded president for whom I have ever worked.” “He is the justest man it has ever been my privilege to serve.”

The first ten years of President Jacobs’ term at Trinity have given the Faculty every reason to look forward to the adequate promise of future physical needs of the College, the maintenance and improvement of academic standards, and the protection of the Faculty’s welfare over the next ten. — L.W.T.
The President
Off-Campus

The president of a college in the United States prior to World War II tended to limit his interests primarily to matters of faculty and curriculum. Since the war he has had to take a lively and continuous interest in public relations, admissions, alumni relations, and, above all, fund-raising. This change has led to his ever greater involvement in the life of his community, state and country. Albert Jacobs as President of Trinity College has accepted these new burdens with a good cheer and has rendered notable service to his country, and to many national and community organizations during his decade at Trinity College.

Dr. Jacobs has always had a very special place in his life for the Episcopal Church. During his tenure at Trinity College, he has served the Church in many capacities. He has been an active Lay Reader, and is Chancellor and Legal Advisor for the Episcopal Diocese of Connecticut and has been a Lay Delegate to the Diocesan and General Conventions. He is a Board member of the National Council of Churches and a member of the National Committee of the Society for the Increase of the Ministry.

Upon his firm religious faith there rests a deep involvement in the problems of higher education. As Chairman of the Board of the Foundation for Episcopal Colleges, Inc., Dr. Jacobs is playing an important role in infusing our segment of higher education with Christian beliefs and ideals. He has served during the last ten years on committees of the American Council on Education, the Association of American Colleges and the Aspen Institute for Humanistic Studies. His active membership in Phi Beta Kappa, Phi Delta Phi and Pi Gamma Mu testify to his interest in scholarship.

Extracurricular participation in religious and educational organizations is a natural offshoot of a college president’s day-to-day activities. More remote, on the surface at least, is membership on boards of business and industrial corporations. Yet with the growth of corporate financing of higher education and with the increasing realization that corporations play a part in the determination of the ultimate goals of a community, the presence of an educator on corporate boards can help to bridge what was once considered an unbridgeable gulf.

Today President Jacobs serves as a director of the Connecticut General Life Insurance Company, the Aetna (Fire) Insurance Company and the Hallden Machine Company. In addition, Dr. Jacobs is a trustee of the State Savings Bank in Hartford and a director (Public Interest) of the Federal Home Loan Bank of Boston, a former director of the Greater Hartford Chamber of Commerce as well as a former president of the Rotary Club of Hartford. In these offices and in many other ways, Dr. Jacobs has helped to bring business and education to the point of mutual understanding.

President Jacobs has turned his manifold abilities to areas of human distress and need through his service on the boards of the American Red Cross, the Community Chest, the Hartford Hospital and the Institute of Living.

It has been held by some people that a college president should not involve himself in the activities of a political party because the alumni of a college are divided in their political allegiances and a college president’s partisan activities might alienate some sources of financial support. President Jacobs disagrees completely with this view and he has the strong backing of his faculty and administration. President Jacobs served as chairman of a task force of the Republican Committee on Program and Progress. He was an alternate delegate to the 1960 Republican Convention and is often consulted on Republican policy, especially in the areas of health, education and welfare.

He served as Chairman for the United States Delegation to the 41st (Maritime) Session of the International Labor Organization at Geneva, Switzerland.

President Jacobs has helped to create better public understanding of political, economic and social issues in Connecticut through his bi-weekly television program “Connecticut—What’s Ahead?”

A recipient of three awards from the Freedoms Foundation (Valley Forge), President Jacobs has gained national prominence for his outspoken comments on many national problems.

How can one man do all these things and still perform his duties as a college president? We do not know the “how,” but that President Jacobs has been one of Trinity’s most outstanding presidents can be seen clearly from even a cursory perusal of the articles by Dean Hughes and Professor Towle and the greetings from a few of the men who have worked with him since he came to Trinity. — A.E.H. ’34
The Trustees extend sincere congratulations to Dr. Albert C. Jacobs as he completes his tenth year as President of Trinity College. During this period, the Trustees have observed with much gratification the substantial gains being made by the College under his able leadership.

As an educator, Dr. Jacobs has surrounded himself with a faculty which is enabling the College to fulfill the aim of a Trinity education, which is "to develop the intellectual and moral life of the individual through the appreciation and discipline of the liberal arts."

As an administrator, Dr. Jacobs has brought about a material strengthening of the College's financial resources and extensive betterments in plant facilities — all designed to improve further the standards of education and training of the student body.

Dr. Jacobs' foresight and sound judgment give assurance that, under his administration, the College will continue to retain its position as one of the leading liberal arts colleges in the country.

Over the past decade, Trinity's reputation has been greatly enhanced by Dr. Jacobs' administration, and the Trustees extend to him and to Mrs. Jacobs all best wishes for the future.

Lyman B. Brainerd '30
Vice Chairman and Secretary
Board of Trustees, Trinity College

The Senate is honored to speak for the student body in congratulating President Albert C. Jacobs on this tenth anniversary and to express our gratitude and appreciation to him for doing so much to make Trinity College what it is today.

Michael P. Anderson '64, President
Trinity College Senate

While others may think of Dr. Jacobs first as an educator, perhaps I, as his Bishop, may be understood as seeing him first as a Churchman, and a very faithful one. When it became necessary for me to nominate the Chancellor of the Episcopal Diocese of Connecticut to be the legal adviser to the Bishop, Dr. Jacobs came immediately to my mind. The post requires a devoted Churchman, who, in the phrase of the Canon Law, is "learned in the law." His ability in the field of Church law was recognized by the Berkeley Divinity School in conferring upon him the honorary degree of Doctor of Canon Law.

I am happy to salute Dr. Jacobs on his tenth anniversary of his life among us at Trinity and the Diocese of Connecticut.

Walter H. Gray, D.D., Bishop
The Episcopal Diocese of Connecticut

The Alumni Association of Trinity College notes with great enthusiasm the 10th anniversary of the inauguration of Dr. Albert C. Jacobs as President of the College. Many times it has been said that the body of a college is a Trinity composed of faculty and administration, students and alumni. It is a very heart-felt tribute to Dr. Jacobs when we say that during the last ten years the alumni of the College have felt in a very real sense that they are in fact a part of the Trinity of Trinity.

The alumni are proud of the progress of our College over the past decade, perhaps most particularly in its growth in national recognition as one of the truly great liberal arts colleges. We pay tribute to Dr. Jacobs for his significant part in this recognition and take this occasion to pledge to him our continued devotion to alumni matters in the years to come.

Herbert R. Bland '40, President
Trinity College Alumni Association

Albert C. Jacobs is a man of great capabilities. He is an able administrator. In his activity as a Rotarian he has been loyal in every respect to the club. He has served the club wisely as president, and participated in all the good works of the club. He never drags any part of the program down, rather he supports what is being done with his total being. In the Rotary Club, as in the community, he has an A plus standing.

Bernard T. Drew, D.D. President
The Rotary Club of Hartford, Inc.

Trinity's growth in size and academic stature under the administration of President Albert C. Jacobs is a source of much pride to the State of Connecticut.

My congratulations to Dr. Jacobs on the great contribution he is making to higher education in this state.

John Dempsey, Governor
State of Connecticut
Albert C. Jacobs looks like a gentleman of the old school. The slow, dignified movements, the deep voice, the pipe, might come out of a 19th-century novel. Actually President Jacobs is a model of the modern college president. Whether moderating a TV program on contemporary affairs, dreaming up scholarships to tie Trinity more closely than ever into its community, or getting out another law case-book on the side, he works at linking town and gown so that both may be the better off for it.

Dr. Jacobs, whom it has been my privilege to know since he was a young fellow trying to get ahead at Columbia University, is a scholar of the law. But he is more. In addition to holding the usual directorships, public and private, he is here, there, and everywhere: a lay official in church, a strategist for the Republican Party, a director of the Chamber of Commerce, a citizen's exponent of redevelopment—or what have you?

For 140 years Trinity has been part of Hartford. But relations between the two have probably never been closer than now—thanks first of all to President Jacobs' first ten years at Trinity.

H. Brucker, Editor
The Hartford Courant

Connecticut has always been proud of Trinity College, her second-oldest institution of higher learning. Ten years ago Albert Jacobs brought to the Presidency of Trinity College distinguished experience as a scholar and an administrator. During the past decade he has led the College in its physical expansion, in curriculum reform, and in the advancement of its reputation for academic excellence. Under Dr. Jacob's leadership, Trinity has enhanced its role as an institution of national prominence and appeal. It has added lustre to our state and brought real distinction to Hartford. I congratulate the President on the completion of a decade of service to Trinity and to American education.

A. Ribicoff
United States Senator from Connecticut

On behalf of the people of Hartford and personally, it's a pleasure for me to note the tenth anniversary of Dr. Albert C. Jacobs' Presidency of Trinity College.

Trinity is a most important part of the Greater Hartford community. As alumni, you are aware of how much President Jacobs has done for the College during these past ten years. You are possibly not as conversant with his manifold activities on behalf of the people and organizations of Hartford and of the entire State of Connecticut. He has consistently displayed an enthusiastic willingness to devote his time and talents to the improvement of all aspects of community life.

He also has been a stirring example for the faculty and students to the extent that our state and community have benefitted through the efforts of so many others of the Trinity family.

W. E. Glynn, Mayor
City of Hartford

President Jacobs came to Trinity and to Hartford bearing an almost awesome reputation, a reputation forged out of his own scholarly accomplishments together with his association with many of the country's great minds.

What manner of man was Albert Jacobs? Could he move from a national platform to the confines of Trinity, Hartford and Connecticut? The answer was forthcoming within minutes after the community first saw and heard him in 1953.

To us at WTIC and WTIC-TV he is a firm friend and able commentator both before the microphone and the camera.

He has been the host for "Connecticut—What's Ahead?" from its first telecast on November 28, 1960. He has presided over these complex panel discussions with dignity and diplomacy, with sagacity and skill, and above all with gentlemanly patience and persuasion.

Dr. Jacobs came to Trinity, but he has also come into the hearts and everyday life of our community. All of us here are proud to work with him.

P. W. Morency, President
WTIC and WTIC-TV

Since I first met Dr. Albert C. Jacobs in early 1948 there has existed between us a strong and understanding friendship. During the succeeding years I have been intermittently in contact with him and my admiration and respect for his character and qualities, that even in those early days so impressed me, have grown. Both as President of the University of Denver and later of Trinity College in Connecticut, he has, in my opinion, carried on in the finest traditions of our educators.

As you celebrate the tenth anniversary of his inauguration as President of Trinity, I hope you will give to him and his family my warm greetings and best wishes for continued health and happiness.

D. Eisenhower
A Survey of the Sciences at Trinity

Guest editors (left to right, center) Robert H. Smellie Jr. '42, Robert L. Stewart and Richard K. Morris '40 work with Editor Kenneth C. Parker and Associate Editor June L. Thomas.
Introduction

How do Trinity Alumni with Bachelor of Science degrees rate the College in respect to the education they received?

The Editorial Board of the Alumni Magazine raised this question as it planned the features for the current year.

Several factors can be cited for raising the question we are attempting to answer in this issue. First, of course, is the present construction on the campus of the new Mathematics-Physics building to be opened this summer. The Undergraduate Evaluation was undoubtedly another factor. A third was the national trend toward a decrease in the number of students majoring in engineering, giving rise to the inclusion of engineering in this report as one of the areas to be studied. The lack of adequate facilities in mathematics and physics is being remedied in the new building. In biology similar problems are being studied by an able committee of alumni. Both these factors also affected our decision to undertake this survey.

Two decisions were quickly reached: (1) three guest editors from the faculty should be asked to serve for this special issue: Richard K. Morris '40, associate professor of education; Robert H. Smellie Jr. '42, professor of chemistry; and Robert C. Stewart, associate professor of mathematics; and (2) a questionnaire should be sent to graduates who had majored in science during the past ten years.

I am most grateful to these guest editors for their interest, research and work in making the following report, which we feel will be of interest to our readers and of value to those planning future curriculum changes.

To the department chairmen and those who assisted in preparing the departmental reports, we all express our appreciation. To those alumni who participated, we are also indebted for their replies and frank appraisal of their years at Trinity. It has been impossible to print all their replies. The editors, however, have tried to choose comments which fairly reflect the significant thinking of alumni concerning science education.

No attempt has been made to summarize the various reports. We will, however, mention here several points which our readers might bear in mind as they peruse the following pages.

Trinity's "New Curriculum" was, of course, not in effect when most of the respondents to the questionnaires were undergraduates. We will find, therefore, that many criticisms and suggestions for improving our science curricula have already been answered or are scheduled for the coming years. The transition to the New Curriculum will be completed in the academic year 1964-65.

One must also be mindful of the old adage that hindsight is better than foresight. How often in reading the replies we came across the comment: "I wish I had taken such-and-such a course!" Even more revealing of human frailty, many regretted not having worked harder or having successfully resisted the urging of a faculty adviser to take a certain course. Memory also played tricks on our alumni as can be seen by replies from two men in the same class: "Why didn't you offer a course in X?" and "The course in X was the best course I ever had!"

The fact that many men had majored in two subjects posed a problem for those making the study. Also a problem in evaluation was the comment about a single course in a department outside the student's major. The following criteria were followed in reporting these cases: what was the student's major, in what field is he now engaged, and what was his academic average?

In conclusion, we feel that the study has been valuable because it has given the department heads for the first time an over-all view of how our alumni are utilizing their scientific training as well as their background in the humanities. – K. C. P.
Science and the Scientist

The spectacular advances in the sciences realized during World War II have often been represented as being equivalent to as much as twenty to thirty years of normal "peacetime" research and development. Within a few years after the war, the revolutionary new tools in both theory and technique resulting from nuclear science and microwave and radar electronics alone, accelerated some areas of research in physics and chemistry so rapidly that in many scientific journals backlogs in publication of more than a year were (and still are) common. The scientific literature is now so voluminous that it took nearly five years for Chemical Abstracts to complete its decennial index for the years 1947-1956! It is not, then, surprising to find that more and more specific and unique forms of specialization have emerged, in fact, have become essential. To be able to conduct new and original research and realize publication of results in some areas requires an avid and rigid program of reading and digesting all pertinent publications. This can seriously limit the scope of coverage possible for any individual depending upon opportunity and human endurance.

The teachers of the sciences (particularly in the colleges) who are interested in, and are expected to do, research may have a serious disadvantage in trying to gain and maintain a scientific reputation. The competition for publication space alone among many thousands of scientists has posed serious problems for editors and referees, and a very large number of brand new and voluminous scientific journals have appeared within the past decade. Even those who are most capable and active contributors are not pleased with the situation and some have even suggested that a moratorium be called in some areas while data are studied and evaluated.

The latter idea, in fact, suggests another difficulty which is very important in teaching the sciences, i.e., that in relative terms the textbooks now lag even further behind in dealing with significant advances than they did even a few years ago. In many cases, the answers to questions are not to be found in the literature, voluminous as it is. Direct experimentation is still necessary in a vast majority of problems which are now of major interest. In fact, much of the personal satisfaction and even the feasibility of making progress would be lost if every research project were preceded by a truly complete literature search. Many prefer to do experimental work as soon as a reasonable amount of library preparation has been made. Naturally, many instances of duplication of effort eventually become apparent. The value of laboratory experience is not confined to research, since many thousands of qualified scientists must be prepared to apply "standard" (although often intricate) methods in analytical and developmental work.

The task of properly preparing candidates for the scientific professions has become very difficult even for the universities and technical institutions. For the colleges, the task is becoming even more formidable in turn. An advanced degree (preferably Ph.D.) is considered by many to be essential as a necessary "ticket" for admission into direct participation in advancing science. The colleges must prepare students from novice to Ph.D. candidate. The universities and technical institutions must complete the tasks by turning out experts, or at least potential experts, who have demonstrated the ability to do original and scholarly work.

The college curricula (we are told) should present the structure and scope of the sciences in which fundamentals are emphasized. Students should be given thorough courses in the foundations of the disciplines along with comprehensive advanced courses. As much laboratory experience as possible should be included. The specific types of courses required are prescribed and well-standardized in the recommendations of graduate schools and professional societies. If these courses are given by demonstrably qualified teachers, then, with the proper equipment and facilities, a college can fulfill its responsibilities provided that the students are, in turn, qualified.

The future development of the sciences at Trinity College, as in other similar institutions, will require the obvious expansion in physical facilities and the regular accumulation of more expensive and elaborate equipment, including the scientific libraries. Added to this, we must seriously recognize the need for significant reductions in teaching load, at least for some in the science faculty, in order to provide sufficient and
continuous time for research. In the near future, increases in the staffs of some departments will be essential if we are to advance or even maintain our position. We must be able to attract and keep highly qualified scientists who are willing to expend themselves by burning the candle at both ends, i.e., by teaching well, and conscientiously and effectively conducting research. Coupled with all of this will be the requirement that all the members of the science faculty must persist in maintaining the highest standards against any and all pressures to do otherwise.

The responsibility for the future success of the sciences at Trinity must also rest with the students. It is no secret that even in recent years a number of science majors have, to say the least, not distinguished themselves while in college. A record consisting for the most part of seventies in advanced major courses certainly does not seem to qualify a student for high level graduate performance. However, some students who were not, and could not, be recommended have been accepted into graduate schools. Now, graduation from college does not guarantee success in future endeavors. The naive concept held by some, that all failures of the student after graduation (and even before graduation) are the responsibility of the college and certain professors should not be tolerated by intelligent people. Because of the phenomenal rate of development in the sciences, a student must expect to be continually learning, “unlearning” and relearning for the rest of his life. There is no such thing as a “finished product.” Anyone who considers himself to be in this category after a certain amount of formal study will indeed be “finished” in another sense of the word.

Among successful and productive scientists at all levels of competence you will usually find people who enjoy learning new things and understanding old things better. The satisfaction in learning “old things” better is often coupled with major contributions in clarifying and utilizing older concepts that have been left undeveloped.

One of the most successful scientists I have ever known was not well-trained in theory. His formal education ended with the B.S. degree some years ago. He first worked as a plain chemist under supervision. He did his work well, however, and continued to study and develop in his field. He rose in the ranks and later was able to plan and carry out pioneering research. He became an expert in analytical chemistry and an excellent supervisor over many with more recent and advanced formal education. He is now the technical director for a very large company. The most remarkable fact about this man, however, is that his present responsibilities require making sound decisions involving problems in solid state physics and electronics. These areas were completely foreign to him only a few years ago. Besides being obviously very intelligent, he has a remarkable store of energy and enthusiasm. He is tenacious in his persistence on “understanding.” He can cross-examine an expert by cutting through the screen of unintelligible terminology often thrown up by such people. He is never satisfied until he under-

“The naive concept held by some that all failures of the student after graduation (and even before graduation) are the responsibility of the college and certain professors should not be tolerated by intelligent people.”

Dr. Robert H. Smellie Jr. ’42, Chairman-elect, Department of Chemistry
stands the problem in the most elementary terms. After meeting him many an expert is better off, since he also finally understands what he was really trying to do in the first place! A challenge of this type would not be accepted by many Ph.D.'s with more recent formal education. I know a number of younger men who have recently distinguished themselves in the sciences after a relatively modest formal education.

In too many cases (although we know better) we fail to recognize that in the long run success or failure is due to the quality of the person rather than the amount of formal education. Many a well-balanced and energetic scientist of above-average intelligence has outstripped other more brilliant but maladjusted competitors. In the future, serious students in the sciences will have to be smarter, more energetic, and certainly much more optimistic than some I have seen in the past. To remain confident and enthusiastic in the face of what is in store for them will require of students the finest and most mature qualities. Needless to say, members of college faculties must meet these and even more rigid standards.

Speaking as an alumnus and also as a member of the science faculty, I feel that at the present time Trinity has significant strength and reputation in the sciences for which we should be grateful. We have among our alumni many fine scientists now holding positions of responsibility who do us great credit. These individuals have always understood our difficulties and limitations, and their advice and criticism have always been welcomed. Among my colleagues in the present science faculty there are a number who not only teach well but keep up with their fields, publish books, do research and publish in scientific journals. In spite of having to teach as much as 15–20 hours a week, (including supervising laboratories) along with other duties and responsibilities, some have tenaciously maintained activity in research and in scientific societies. The fact that their activities are not being continually heralded or publicized does not indicate that they are not significant. It takes many months, or even years, of research work to obtain data for a good publication.

If you are doing work alone, and under duress, you won’t have much to crow about very often. In this connection some alumni would find the Dean’s reports for the past 10 or 12 years instructive.

Since advice and criticism are easy to dispense, but sometimes hard to utilize, we must be on guard against forcing changes and apparent improvements in curriculum and elsewhere which will not, or cannot, be properly and constructively developed in the future. New buildings and facilities, without adequate personnel, for example, just increase overhead and lay extra burdens on some individuals without necessarily improving the quality of education. The greatest contributions to further improvements in the quality of science education will be made by those who have plenty of interesting and satisfying work to do and who demonstrate a stability based upon years of experience and wisdom. Those who can overcome the natural inclination to criticize and complain rather than work will be required. Much of the dissatisfaction over conditions really stems from dissatisfaction of individuals with themselves for not being able to settle down to the required tasks at hand. If we only utilized to the fullest extent all the resources we now have, we would be better qualified to contribute significantly toward realizing the goals of the future. – R. H. S. Jr. ’42

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"Our students never need feel one step lower or inferior when standing next to a man trained in any other institution."

Speaking of students – "I suspect that the capacity for more work is there."

"It is apparent that many replies reflect a belated recognition of personal need. . . ."

"When one gets above the fundamental foundation, the factor of individual effort far outweighs the accumulation of details."
The Sciences and the Humanities

The opening of a new Mathematics-Physics building on the Trinity College campus may, in the eyes of some future historian of the College, mark the beginning of a new era in the College's history. The days of "natural philosophy" and "natural history" are gone. Such were the early designations assigned to the sciences when they were fighting for a place in the academic sun. Unfortunately these descriptive phrases now symbolize that early struggle, or there would be much to commend their continued use. Yet the vestiges of that tradition linger on. At Trinity College, for example, the title of the chair held by the head of the Department of Mathematics still reads: "Seabury Professor of Mathematics and Natural Philosophy," and a plaque on the wall in the entrance to one of Trinity's older buildings refers to "Boardman Hall of Natural History."

It was not many years ago, historically speaking, that the modern sciences carved for themselves a permanent niche in the halls of the liberal arts college. The sciences had not fared well under classical humanism. The great promise which humanism held for the future of education never materialized. While the humanities replaced the divinities of medieval times and there was an increased interest in secular pursuits, humanism in education narrowed its sights to an almost exclusive concern for Latin and Greek grammar and literature. The rising new sciences were scarcely permitted a hearing, a fact which later contributed to the decline of humanism as a dominant philosophy of education. It is true that the seven liberal arts remained the framework on which to peg curricula, but the humanists either failed to realize or forgot that four of the arts (the quadrivium) were in fact the sciences of the ancient world - arithmetic, music, geometry and astronomy. The Scholastics before them assumed that what was to be said on these subjects had been said by Aristotle. In the lower schools of that long period when education was the handmaiden of the Church, the "sciences" served utilitarian purposes: arithmetic for Church accounts, music for its support of the liturgy and astronomy for the keeping of the Church calendar.

The neglect of the sciences, ancient and modern, revealed that men had forgotten the meaning of a liberal education as it was understood by the Greeks and the Romans. One must also observe that the classical

intention of a liberal education is not fully understood to this day, though lip service to the phrase is everywhere rendered. "Liberal" did not refer to the subjects, but to the people for whom the subjects were intended. It did not mean a broad, or well-rounded education, but an education suitable to men of "free birth." Thus "liberal" referred to the politically free men of Greece and Rome, where a slave and commercial economy provided those privileged members of society with the leisure to pursue those studies deemed essential for the proper exercise of their freedom. The word "school" itself came from the Greek σχολή meaning "leisure," and Aristotle had pointed out that the end of education was the worthy use of leisure.

It was apparently the Roman Varro (first century B.C.) who was among the earliest commentators on the liberal arts, though the magic "seven" did not crystallize until the fourth century A.D. The Sophists of Plato's time had certainly taught each of the seven in one form or another. These were the arts that befitted a man of free birth, and it is significant that what the ancients acknowledged as science figured prominently in the education of the citizen.

There is an exciting promise in this bit of history. It lies in the fact that in a country such as ours, theoretically at least, all men are born free, and ours is an economy of surplus that can provide the leisure necessary for the schooling of all. If, then, a liberal education is one intended for free men, it follows that all such men should have a liberal education. Again, a liberal education consists of those subjects needed by men for the proper exercise of their political freedom. Clearly, a humanism that concentrated solely on the trivium could not long stand. The new sciences were equally important for the educated man in the modern world. The quadrivium would have its day.

Not even a brief attempt to explain the rise of the new sciences would be complete without due recognition of the contributions made by the very schools of thought which appeared to impede the introduction of the new sciences into the curriculum. Alfred N. Whitehead, in Science in the Modern World, has clearly demonstrated the debt which the sciences owe to Scholasticism for the respect accorded the rational process so central to scientific inquiry. Likewise, James B. Conant has made it
clear, in his book *On Understanding Science*, that medieval scholars are wrong when they declare that humanism contributed nothing to the emergence of the sciences. However reluctant humanism may have been to teach the new sciences, it did encourage a fresh interest in a variety of things previously ignored because of man’s preoccupation with other-worldliness. The spirit of the sixteenth-century Italian universities stimulated a curiosity about the natural world that had been long dormant in man.

Once the new sciences had entered the colleges and universities by the back gates and under the guise of natural philosophy and natural history, they already had entered a stage of accelerated development. Yet not until the nineteenth century was departmentalization into astronomy, physics, chemistry, geology and biology an accepted fact. By the end of that century, each science was involved in its own revolution. So rapidly had the sciences moved that the physics of Galilei and Newton, though not yet three centuries old, became labeled “classical.” The gene was doing for biology what the re-introduction of the atom had done for physics and chemistry. The concept of the quantum bifurcated the physical sciences, made them increasingly abstract and mathematical, and forced limits on man’s ways of explaining the microcosm and the macrocosm. That this was a disturbing event is best epitomized by the great classical physicist, Albert Einstein, who devoted the closing years of his life to an attempt to resolve the dilemma.

On the campuses of colleges and universities, the pace of events had their repercussions. The restrained relations between the sciences and the humanities often broke out into open conflict. Campuses became divided verbal camps, and rare were the souls who spoke the language of both sides, or at the least respected the tasks and objectives of both. The people in the humanities were still teaching and thinking in the eighteenth century; the people in the sciences had moved boldly into the twentieth century. Certainly there were exceptions. On the other hand, there was considerable evidence that the concept of unity in education implicit in the original seven liberal arts had not yet been recaptured. Sometimes individuals in the sciences were themselves guilty of isolation at the very moment when their own disciplines were discovering new unities that cut across academic disciplines. In the large institutions, new departments reflected these unities: astrophysics, biophysics, biochemistry, and the like. Astronomy and geology had arrived independently, and by different methods, at a similar age for the Universe. Even the philosophers were finding it essential to comprehend the new cosmology of the scientists.

What the changing, troubled world of education needed was a new humanism, so clearly suggested by Dr. George Sarton on the occasion of the two-hundredth anniversary of Columbia University. In a symposium on “Man’s Right to Knowledge,” he declared: “We must not permit well-meaning but ignorant idealists to overlook science, nor our overspecialized men of science or unlettered technicians to dehumanize it. On the contrary, we ought to place science, the ideals of science, in the center of life, the center of history, the center of the humanities where they belong.”

So it may be that the Mathematics-Physics building which stands near completion on the Trinity College campus may mark a new era in the history of the College. It should be a symbol of the closer relationship which has come to exist between the sciences and the humanities, where science is the center of the humanities, in the kind of education which trains young men in all the liberal arts, the arts so long recognized as essential for free men in a free society. A specialist in the humanities who has no understanding of the sciences or worse, deigns to ignore them, is as unprepared for the twentieth century as is the specialist in the sciences who ignores the humanizing values of the humanities.

The new humanism will be even more meaningful when, with like breadth of vision, it acknowledges the

“... one of our most serious problems is one of communication: explaining technical material to non-technical personnel.”
“What many men failed to see is that we are still a liberal arts college and not a technical school. ... We are trying to teach fundamentals, not to make specialists.”

Contributions which the social sciences (anthropology, sociology, psychology, political science and government) can make to the education of free men. Its final test will come when its humanity provides the education needed for men in a new, small world that includes the Orient as well as the Occident.

The twentieth-century rush to become “experts” threatens the unity of the new humanism more than any inherent diversity in knowledge itself. From classical times to the present, the ideally-educated man has not included the specialist. The task of an institution like Trinity College has been, and should continue to be, the well-educated man who, after graduation, can take up his calling or pursue his interests in a particular field. Without this goal, we live in danger of producing a nation of victims, victimized by the “experts,” and could well lose the sense of balance and harmony that comes with the realization that all knowledge is one, and the “proper study of mankind is man.” The ideal product of a liberal arts college is the man who has grasped the integral relation between the sciences and the humanities, and who can say with J. Robert Oppenheimer, a true humanist of the new humanism: “If we must live with a perpetual sense that the world and the men in it are greater than we and too much for us, let it be a measure of our virtue that we know this and seek no comfort. Above all, let us not proclaim that the limits of our powers correspond to some special wisdom in our choice of life, of learning, or of beauty.” – R. K. M. ’40.
The science questionnaire for B.S. graduates who had been either biology or pre-medical majors at Trinity was sent to 150 former students. Of this total 58.7 per cent, or 88, were returned. In most cases the entire questionnaire had been completed, and in addition, comments regarding the pre-medical program and biology major were appended. In some cases, however, the questionnaire was not fully completed, and there were no comments given.

From a purely statistical point of view the questionnaire revealed that the Trinity graduate who took part in the programs under consideration is reasonably well satisfied with his scientific training. Of those who answered the questions, 32 rated their undergraduate training as excellent, 52 as good, 3 as fair, and 1 considered it poor. Also, 75 thought that the science curriculum was sufficient in scope to meet their professional needs, while 10 considered it insufficient.

The comments appended to the questionnaire were without a doubt the most instructive portion, for it was here that our former students had an opportunity to present specific criticisms and compliments based on their experiences in graduate school. On the critical side, the attitudes expressed fell generally into three main categories. One group felt that the pre-medical program at Trinity was too confining, leaving little time for studies in the humanities. A second group felt that more emphasis should be placed on basic and advanced science courses so that the student could be better prepared to handle the ever-increasing biochemical and biophysical nature of modern medicine. A third category of opinion was also evident. These graduates felt that the biology program at Trinity had been streamlined to meet the needs of the pre-medical student and was, therefore, too narrow to prepare students adequately for graduate training in biology.

Some selected opinions of these various groups have been abstracted and are given below.

Undergraduate training preparatory for the study of medicine should include a minimum of sciences and a maximum of the liberal arts. Those science courses which are offered could well be more inclusive in their scope.

I feel that the science curriculum was an excellent preparation for my work in medical school. However, in retrospect, I think too much emphasis was placed on the need for so much science as a prerequisite for doing an adequate job in medical school. With the intensity of medical training today, more encouragement to study the humanities should be given at the undergraduate level. Trinity has some outstanding teachers in the arts and their talents should not be unobtainable to the science majors.

I believe that medicine demands a different preparatory program than does engineering, chemistry, biology, etc., in that many of us are not "rounded" as we should be. I regret not taking more courses in literature, history, philosophy, etc.

I have seen a rapid transition from a predominantly teaching-directed education program to a research-directed one. But of even more importance, this research is on a cellular level, nay, a molecular level. One now must be conversant in RNA, DNA, ribosomes, genetic codes, etc. The horse and buggy practitioner has given way to the biochemistry lab and its new fangled gas-this and microtest that apparatus. And the medical student of the future, the doctor of tomorrow, will have to be conversant in this new language. However, it seems this language is like many Eastern tongues, easiest to learn in childhood. We must prepare our high school students and college students for this difficult task with a sound background in physics, chemistry and biology in order for them to more easily practice the medicine of the future. . . . But what was good enough four years ago is not good enough now.

Courses such as embryology, genetics, general biology and organic chemistry were excellent, in and of themselves and for their own sake. However, for pre-meds, since there is today little time even in medical school for the teaching of the basic sciences, which form a firm founda-
tion upon which a doctor's knowledge is built, these sciences were inadequate. Embryology should stress the human to the greatest extent possible, relating human development back to the predecessors rather than the opposite. A good course in human biochemistry would have been of inestimable aid to me as a guide to further understanding of the newest developments in medicine, which are almost entirely now at the biochemical level.

What Trinity needs are two fully comprehensive courses: one in mammalian physiology and another in biochemistry. ... I feel strongly that the humanities are going to have to be restricted even more or carried as sixth subjects, if the pre-med student is going to be ready for medical school. How to do this without producing a lopsided individual is a problem that I cannot answer, but I suspect that the capacity for more work is there.

The pre-med major at Trinity is probably all right for the students who go on in medicine, but is inadequate for anyone who tries to switch, and a desire to switch to chemistry or biology is not that unusual.

For a pre-medical major, an individual who needs only a smattering of science courses, the Trinity set-up is probably ideal. ... I do feel that a person interested in going into the biological sciences (other than medicine) would be ill-advised to prepare at Trinity, as the offerings are severely limited in both number and scope, due, of course, to the small demand placed upon the department.

The Trinity science program is excellent. What it needs are the new classrooms and equipment, physically. In addition, it needs to have greater numbers of students going through it, to encourage expansion of the faculty and diversification of courses not now possible for lack of enough students to take them.

I feel that the previous biology courses were designed to meet and cope with the existing facilities. I am sure that better facilities and labs for independent biological study, etc., will help attract more students to major in biology. There are many opportunities in the biological and medical field which the science or pre-medical students are not aware of.

The chemistry set-up was excellent. However, the biology area was weak. The courses offered in biology were good and I feel they gave me an excellent background. The main drawback in biology was not enough courses to really get a major in biology. ... I have not been down to the bio labs since I left in 1953. However, I hope that the equipment has improved since then. The facilities were very poor at that time. If you are going to have science courses, then the administration has to provide modern equipment.

It is clear, even from this small sample of opinions, that most graduates consider their training in science at Trinity to be acceptable, but that there are some very glaring weaknesses in the Department of Biology. This is a fact that cannot be denied, and it must be admitted that the Department of Biology at Trinity College is falling behind in some critical areas. While the problem of humanities or science emphasis in pre-medical training is beyond our control, the problem of offering a reasonable spectrum of courses directed towards the presentation of both classical and modern biology does stand as a direct responsibility.

The immediate significance of this responsibility is emphasized by the fact that discoveries in the field of biology during the past ten or fifteen years have placed the discipline at, or even slightly beyond, the threshold of a new age during which the basic physico-chemical mechanisms of living systems will be thoroughly explored. The influences which the coming discoveries and insights in the field of biology will have upon our culture remain to be seen; but, whether they be great or small, it would seem unwise for a liberal arts college such as Trinity not to be in a position to present them as they occur. Furthermore, from a practical point of view, the fact that 10.4 per cent of the Class of '62 went directly into medical school, and that the number
of students selecting biology as a major has increased from a previous average of 1 (1947-1958) to a total of 25 majors in 1962-1963 makes it even more pressing that we broaden our program to present the new biology. It seems unreasonable, indeed, that at a time when the genetic code is being deciphered, the Biology Department at Trinity finds itself unable to offer a classic laboratory training in Drosophila genetics.

Recognition of these problems is by no means a recent development. The Department has been aware of its shortcomings for some time, and under the leadership of Professor Burger it has made many attempts to improve the quality and scope of its curriculum. For example, a course in Genetics has been reintroduced for next year, but at the expense of Organizational Physiology, which will be dropped. Classic Embryology and Microscopic Anatomy have been fused with Comparative Anatomy to make room for an advanced course in Growth and Development. A senior research program has been developed during the past three years such that, during the current year, eight students are involved in original research projects. The fact that they work in closets or find themselves crowded into faculty research space has not dulled their interest.

Although these curricular changes have served to keep our head above water, it is obvious that the effectiveness of such manipulations is limited, and that they cannot, in themselves, function as a solution. This will become increasingly more so as time proceeds and the rapid advances in biology pile one upon the other.

The central problem at hand, and the one at which corrective measures should be immediately directed, is represented by the outmoded and inadequate facilities of Boardman Hall coupled with an undersized staff. It seems almost needless to say that the physical arrangement of Boardman Hall, the scattering of the Department from the basement to the third floor, the overcrowding, and the lack of attractive furnishings, utilities, etc., are not calculated to make biology something that can be actively pushed. It should be no surprise to find, then, that Trinity's Biology Department, with a staff of 3, can offer only 11 semester courses while its competitors such as Amherst, Bowdoin, Wesleyan, Williams, Denison and Lawrence, with staffs of 4 to 8, offer an average of 19 semester courses.

In view of these comments it should be of interest to the alumni to know that a Biology Visiting Committee composed of friends and alumni of Trinity College was established in 1961. The committee has held regular meetings since its formation, and considerable progress has been made towards presenting the needs of the Biology Department to the President and the Trustees. It is my firm personal conviction that, with the continued help of the Biology Visiting Committee and the general support of the alumni, new and adequate facilities for the Biology Department can be obtained. – J. M. Van S.
TO THE EDITORS:

I imagine that Trinity's concern over the lack of students wishing to and capable of pursuing scientific studies is not unique but common to small liberal arts colleges throughout the country. Their problem is a difficult one, for capable secondary school students who desire a scientific career generally look to the larger universities or technical institutions for their training. The larger colleges with their greater financial resources can more readily afford the vast quantities of costly scientific equipment which is essential to the study of many of the scientific disciplines today.

Furthermore, good scientists, plagued by lucrative offers from industry, have come to expect of the colleges greater salaries along with their academic freedom and, while money alone cannot always buy a good professor, the equipment which might be at his disposal is a most important factor. Famous-name professors can generally be found more readily at the university or technical institute than at the small liberal arts college. Now, as an undergraduate, you may never meet these well-known scientists, but their mere presence lends prestige to any institution of higher learning. Many of the seminars and special lectures of these brilliant men are open to the freshman whose thirst for knowledge may be quite insatiable. . .

Perhaps the expansion of Trinity's several science departments to include additional courses which are not currently offered might increase the attractiveness of the College to serious science students, especially if such courses were not generally available to undergraduates elsewhere. For example, endocrinology or reproductive physiology might be offered as part of the biology curriculum or, perhaps, a course in steroids or nitrogen heterocycles in chemistry. Many of Trinity's faculty are quite capable of preparing such course work which, from an economic standpoint, might be offered in alternate years.

My own industrial experience seems to indicate that one of our most serious problems is one of communication; explaining technical material to non-technical personnel. The small liberal arts college would appear to offer the ideal breeding place for this kind of person. While not recognized as an institution of scientific excellence, perhaps a few internal alterations and some external publicity might aid Trinity in attracting good students wishing to pursue a scientific education.

However, the basic qualities of a liberal education, in which Trinity so firmly believes, favors the intellectual, social, cultural and physical development of the individual, be he scientist or not. It would be unfortunate indeed if in seeking to improve the quality and quantity of scientific-minded students Trinity were to sacrifice those principles of a liberal education which stimulate growth of the whole man.

RICHARD P. BLYE '55, Ph.D.
Senior Scientist
Ortho Research Foundation
Ortho-Pharmaceutical Corporation
Raritan, New Jersey
Thirty-two men out of forty-one have returned their questionnaires to the Chemistry Department.

Six men said the preparation received in chemistry was excellent, 13 said it was good, 12 said it was fair and one did not answer the question. No one said it was merely adequate or poor.

Only 2 men said the chemistry curriculum was not sufficient in scope to meet their professional needs. One said he needed graduate work also, which is of course understood. The other is not working as a chemist but as an instrument salesman.

The science courses desired ranged all over the map from biophysics to computer programming. Some of the suggestions made have already been taken care of. Chemistry 210 and 407–408 have been combined into a single course (Chemistry 307–308-Physical Chemistry) to be taken in the junior year. A second afternoon of laboratory work, covering qualitative organic chemistry, has been added to Chemistry 305–306 (Elementary Organic Chemistry), also to be taken in the junior year. New instruments are constantly being added to the instrumental analysis course. For example, since most of these men have graduated we have added an infrared spectrophotometer and a gas chromatograph.

What many men failed to see is that we are still a liberal arts college and not a technical school. We also have pre-medical students and those desiring merely a science credit. We are trying to teach fundamentals and not make specialists. Excerpts from the following letter by one graduate represent the situation.

On the whole, I am quite pleased with the education I received at Trinity, and I would recommend Trinity to anyone who planned a career in chemistry and who would also most probably go on to a good graduate school. Those who do not go on to graduate school could probably use their four years better at a school other than Trinity.

This comes about because you have a small department with a limited number of courses and I believe a different emphasis is necessary for training people who will not go beyond the B.S.

These remarks only apply to the training of people who will use science as a tool in their work, not those who just need a scientific background for another career. I am not competent to judge a Trinity education in the latter case.

In regard to the training of people for graduate school, I for one am quite pleased with my training in the Chemistry Department at Trinity. I believe it left me well equipped for my work at M.I.T. I also believe in the virtue of an undergraduate education in a liberal arts college for people going on to graduate school in the sciences. This, I think, has been amply demonstrated at M.I.T. and elsewhere since several schools have been increasing their emphasis in the humanities on the undergraduate level. If humanities are important to scientists then surely obtaining undergraduate training at a liberal arts college makes more sense than going to a technical school which is trying to be a liberal arts college. Here again, I am assuming the students will go on to graduate school.

With respect to the flow of students within Trinity from B.S. to B.A. programs, I think we both know that this is, in most cases, due to students taking the line of least resistance. I am sure that if the Arts Department at Trinity required the same effort of students as the Chemistry and Mathematics Departments then this flow would become only a trickle. The other alternative – that of making the chemistry courses as innocuous as many of the arts courses – is unthinkable.

I trust that these remarks are of some use to you because I think you have a good product to sell . . . .

With the new curriculum as planned, together with more men entering each year with advanced placement in chemistry, we feel that many of the suggestions will be taken care of. There is a rough parallel between the men who considered their preparation fair and those who did not set the world on fire in their work here. It amused me that certain men found the work here "not challenging." In general these were the men who did not do their assignments, let alone original work. – S. B. S.
In an effort to obtain information which would be of assistance in making an objective evaluation of the adequacy of the preparation afforded by the Trinity Engineering Programs, a questionnaire was circulated to all Trinity alumni since 1953 who, according to Alumni Office records, are presently engaged in some type of engineering work. Questionnaires were sent to approximately 110 persons and 45 replies have been received.

Analysis of the replies reveals a number of interesting facts. Of those who replied, 20 were employed in Connecticut and 25 were employed elsewhere, including three on the West Coast. Twenty-three companies were represented, with the largest single group (10) employed by the three local divisions of the United Aircraft Corporation, and the second largest group (7) employed by Westinghouse.

Thirteen respondents have earned the M.S. degree; 2 have earned M.B.A. degrees, and 2 have earned Ph.D. degrees. Fourteen others either have taken or are taking graduate work for credit.

Thirteen rated their undergraduate preparation as "excellent"; 25 rated it "good"; 6 rated it "fair"; and 1 of the respondents indicated that he considered it "poor." Mathematics was rated "strong" by 23, Engineering by 17, and Physics by 7. Math was rated "weak" by 2, Engineering by 7, and Physics by 13.

On balance, 35 considered their preparation "adequate" for the work they were doing and 10 did not consider it adequate. Nine of the 10 who said it was "inadequate" were graduated before 1958.

It is apparent that many replies reflect a belated recognition of personal need. For example, one respondent who cited his inadequate preparation in mathematics was, in fact, most reluctant to take the little math which he did take, in spite of his adviser's urging. Several others freely admitted that it was more their own fault than that of the College that they had not had better preparation.

A number of respondents commented favorably upon the emphasis which Trinity's curriculum places upon the liberal arts background. Here is a typical comment from a graduate of the Class of '54: "I feel that the science courses offered at Trinity when I attended were basically good. Liberal arts courses, required for science students, should not be sacrificed. Perhaps a 5-yr. engineering course is the answer." (The Five-Year Engineering Program was inaugurated in 1959. — Ed.)

About an equal number of respondents cite general or specific deficiencies in their preparation. A number of the causes of deficiency have been removed as the size of the Engineering Department has been enlarged and the number of course offerings has been increased. Adaptation of a curriculum to the needs of a rapidly changing profession is a continuing process, and it is not likely that a perfect "impedance match" will ever be achieved at Trinity (or anywhere else).

It is the policy of the Engineering Department at Trinity College to attempt to meet all fundamental needs as faithfully as possible, while sacrificing many specific vocational aspects of professional preparation. This may well result in certain short-range deficiencies for the new graduate, but it will normally insure that over the longer range, his preparation will have a greater lasting power than that of the specific, vocationally-oriented education, and it will equip the graduate with a reserve capacity of basic knowledge so that he may continue to grow and to progress even within a rapidly changing profession. — E. P. N.

"The emphasis today (but not at Trinity, I hope) seems to be on specialization with the result that you may find, for example, a nuclear engineer who is incapable of writing good English.

We can't expect to turn out Leonardo da Vinci's by the dozen, but let us not lose sight of the value of a good liberal education." A. K. Lane '41
To The Editors:

In this quickening era of scientific and engineering accomplishment and achievement, we often reflect upon our backgrounds in science education. More and more frequently we call upon our basic schooling in order to understand and assess current press and journal reports; more and more frequently we hark back to our classroom work to understand and resolve problems in our business and work-a-day lives. The footings and foundations placed in the early years of our lives must withstand all erosion and be firmly and carefully placed for building in later years, sometimes many stories high.

Looking down now from a few stories, I feel that my foundation, put in place during my years at Trinity in the building of my life, is holding up with the ever-quickening progress of scientific and engineering advances and is ready to support and build upon further. The fundamentals were clearly and precisely presented in wise and proper order, strongly and firmly, without defect. The fundamental subjects of pure engineering were spread out and enhanced by allied and associated scientific studies. More than this, at Trinity, an engineering student preparing his foundation for life can broaden his footings in many cultural directions which make him a fuller person civically, organizationally and socially, instead of having to become a small mechanical scientific tool.

Trinity, it is true, did not in my period offer as wide a number of specialized courses in engineering as some of our well-known technical colleges did. In later association with men from these technical colleges, I found that, in many instances, they had spent much more time in learning specifics and had assimilated more detail in particular fields of structural design and physical mechanics. Nevertheless, a student of our engineering courses at Trinity has been taught method and vocabulary sufficient to stand up and compete with or build upon along with the best. When one gets above the fundamental foundation, the factor of individual effort far outweighs the accumulation of details. The details are often forgotten, but the principles remain. Trinity training in science and engineering will stand up fully and well, and our students never need feel one step lower or inferior when standing next to a man who trained in any other institution. Trinity adequately teaches one to learn and presents him with all the tools for later specialization or diversification.

It has been gratifying to me to watch the advance in scientific and engineering education... at Trinity since my days there. The fact that this has been done in an institution which still offers a wide opportunity for a man to take advantage of the studies in other departments and subjects is one of the greatest assets that our College has to offer. A broadly-educated engineer has a wider and firmer foundation for higher or diversified building in later life.

Richard J. Hill '39
Engineer
Associated Construction Company
Hartford, Connecticut
To THE EDITORS:

The last two decades have seen a remarkable change in engineering and engineering education. In my opinion the exploration of space is hastening this revolution. Most engineering for space applications is "state of the art" and beyond. This constant "state of the art" approach requires a depth of knowledge in almost all scientific disciplines involved in space engineering; a knowledge that is almost impossible for one individual to obtain. However, an engineer can have, and is expected to have, depth in some special field in addition to a wide knowledge of several scientific disciplines.

With this increased emphasis upon breadth and depth in science, I also suspect there will be an increased emphasis upon the arts. The non-technical side of an engineering education has been neglected for too long. As technology increases and becomes more prominent in society, scientists and engineers must make non-technical interpretations, decisions, judgments and evaluations regarding their technology.

How is this to be accomplished in a limited time? One solution is that presented by Trinity's five-year engineering program. Though it has its imperfections, it is a good example of the direction engineering education probably will, and in my estimation, should take to meet the requirements of the profession.

WILLIAM J. PATERSON '60
Engineer
General Electric Corporation
Philadelphia, Pennsylvania
Since 1958 the enrollment in advanced geology courses at Trinity has been small, a situation which is in accord with a nationwide trend. As a result of this decreased enrollment, the geology major at Trinity has been discontinued. It is understood, however, that this is temporary and that re-establishment of the major will be considered at a future date if improved conditions appear to warrant it.

In the meantime, the introductory course in physical and historical geology will continue to be offered at Trinity. In addition, a number of advanced courses will be given for those students who wish to explore the specialized branches of the science.

The Department of Geology sent questionnaires to 17 alumni who majored in this field. Ten men replied. The present occupations of those reporting included 2 candidates for the Ph.D. degree in geology (1 in June 1963, and 1 in December 1963); 1 holder of the M.Sc. degree in geology, now employed in geophysics; and 7 who are employed outside the geological sciences.

In answering the question as to the sufficiency of Trinity's science curriculum to meet professional needs in science, 3 men found the training sufficient, 4 found it inadequate, and 3, who are employed in non-science fields, did not reply to the question.

More specifically, the evaluation of the geology preparation proved more encouraging to the Department. One man found the geology preparation excellent, 7 rated it good, none rated it fair, and 1 each reported it as adequate and poor.

Although comments received varied, a pattern of respect for the faculty and unhappiness with the physical facilities emerged. "Faculty, in my opinion, rated and continues to rate high." - "Physical plant was wholly inadequate." The curriculum received mixed comments: "Geology program more than adequate for one who plans to do graduate work." - "More chemistry, mathematics and physics should be included in the geology curriculum." - R. W. C.
In the ten years, 1953–1962, 75 Trinity students have completed the major in mathematics with 19 of these also having completed the major in physics. There have, of course, been many others who have taken a substantial number of courses in mathematics without completing the major.

Of these 75, 53 have taken, or are now taking, graduate work (not all in mathematics). Twenty-one of the 53 have earned second degrees: 12 M.S. or M.A.; 6 M.B.A.; 1 LL.B.; 1 M.Ed.; 1 M.Ad., and 2 of these have also received the Ph.D. degree (1 in applied mathematics and 1 in physics). At least 9 more are currently candidates for the Ph.D. degree. Of the 22 who are not known to have taken graduate work, 9 are employed with insurance companies, most of them in actuarial departments where they must continue their studies in order to pass the examination of the actuarial societies. Most of the others are with research organizations or in the computing field where they must also continue their education on an informal basis.

The increased appeal of graduate study, or, one might say, the necessity of such work at the present time, is shown by a comparison of the Class of 1953 with the Classes 1961 and 1962. Only 6 of the 11 majors in 1953 took graduate work, while all 10 of the Class of 1961 and all 6 of the Class of 1962 are doing graduate work (several of them part time in the evenings).

Forty-eight* of the 75 majors mentioned above have returned questionnaires to the Mathematics Department and an additional man – now employed with an engineering company – returned his questionnaire to the Engineering Department. In addition to the science questionnaire with covering letter, a second questionnaire relating only to mathematics was sent to the mathematics majors together with a letter stating the reasons for this procedure. A majority of the respondents not only answered the questions asked, but also availed themselves of the invitation to attach additional statements (sometimes several pages in length).

Of the 48 graduates who replied to the questionnaire, 12 are full-time graduate students, 6 are teaching in public or private schools, 2 are teaching in colleges, 5 are in the U.S. Air Force (2 of these also in graduate schools at present) or the U.S. Army, 5 are with insurance companies or consulting actuarial firms, 3 with IBM, 2 with U.A.C., 2 with General Electric, and 1 each with Avco, Raytheon, E. I. duPont, Merck, Battelle Memorial Institute, Dominick and Dominick, Irving Trust, Brown Brothers, Harriman & Co. and Computer Science Corporation. Seventeen are now located in New England, 16 in the Middle Atlantic states and 13 elsewhere.

In answer to the question “What is your candid evaluation of the preparation in mathematics you received at Trinity?” 21½ checked “Excellent,” 22 checked “Good,” 4½ checked “Fair” and none checked “Adequate” or “Poor.” (The ½’s come from the fact that several respondents checked two categories, hence the fraction ½ was counted for each category.) Hindsight makes it appear that the question should have read: “What is your candid evaluation of the preparation in mathematics that was available when you were at Trinity?” From a number of the comments given it is clear that many graduates now wish they had taken courses that they were strongly advised to take, but which they successfully resisted while they were undergraduates.

In answer to the question “Was the mathematics curriculum sufficient in scope to meet your professional needs?” 40 of the 48 checked “Yes,” 6 checked “No,” and two did not answer the question by a “Yes” or a “No.”

“From a number of the comments it is clear that many graduates now wish they had taken courses that they were strongly advised to take, but which they successfully resisted while they were undergraduates.”

*Five others returned only one part of the questionnaire and these are not included in this survey.
A majority of the eight who did not check "Yes" made it clear that the mathematics curriculum of a liberal arts college should not be expected to meet all of the professional needs of students entering widely differing fields.

No attempt will be made to summarize the answers to the question "In what area(s) was the Mathematics Department strong, weak?" Members of the Department were already aware of all weaknesses that were mentioned. Many of these have been remedied since the respondent graduated, others are impossible to remedy in a department that has to do such varied things as administer a freshman requirement, give service courses for students in other departments, prepare small numbers of students for careers in the actuarial and computing fields, in addition to giving the increasingly advanced instruction necessary for students going to the best graduate schools as Ph.D. candidates.

In this connection it is interesting to note that the present curriculum in mathematics at Trinity College already contains almost all of the recommendations for an Honors Program in Mathematics that were made by the Committee on the Undergraduate Program of the Mathematical Association of America in June 1962.

The answers to the question "What mathematics courses (not offered) would have been of value to you?" reflect the varied interests of our graduates. Those now in graduate schools suggest more work in real variables, topology, advanced differential equations, etc.; those in the actuarial and computing field would like to have had more statistics, more advanced actuarial courses, cybernetics, linear programming, etc.; those in secondary school teaching, convex figures, history of mathematics, etc. It was interesting to note that some respondents suggested courses that were available when they were in college. Either they did not read the catalogue carefully at registration time or else they have forgotten what was available but was not taken.

Except for the combined math-physics majors, students who major in mathematics frequently take only one laboratory science course and hence there is some question as to how much reliability to place on the answers of math majors to the science questionnaire. The ratings for undergraduate science preparation were: Excellent, 6 1/2; Good, 22 1/2; Fair, 10 1/2; Adequate, 2; Poor, 6 1/2. Thirty-five checked "Yes" for adequate preparation in science and 11 checked "No." Two did not answer the question with a "Yes" or "No." Many graduates spoke highly of the science instructors as a group, and many recognized the poor facilities in some sciences. – H. L. D.

"The importance of mathematics in any engineering field is growing each year. Engineering has in fact become applied mathematics."

Dr. Harold L. Dorwart, Chairman, Department of Mathematics

TO THE EDITORS:

Pressures have recently come to bear from various sources to accelerate the program by which students assimilate the vast bulk of mathematical principles. One of these sources is the graduate school. The primary function of the graduate school is to guide theoretical mathematicians to the boundaries of mathematical knowledge as swiftly as possible. Since the frontiers of mathematical knowledge are ever changing, ever expanding, the problem resolves itself into one of finding some practical means of sifting down this hastening process to the lower echelons of education. The problem poses a question which has a relatively obvious answer, namely: teach calculus in the high school. However, the process by which we arrive at the answer is not always simple. It takes a great deal of careful preparation before such a program is realized. We, at Manchester High School, are currently offering a full year of analytic geometry and calculus to a select group of mathematically-gifted youngsters with an eye toward Advanced Placement . . .

C. Stanley Ogilvy, a former mathematics instructor at Trinity who introduced me to the mysteries of advanced calculus, examined the readiness of the high school student for a course in calculus in an address before the Hamilton Chapter of Phi Beta Kappa several years ago. He stated: "The degree of difficulty of much of mathematics is a function of the age in which it is being presented." This view rather intrigued me, so I paid a visit to the Trinity Library and scanned through the old bulletins. Did you know that in the academic year 1862-63, one hundred years ago, the freshman mathematics course at Trinity College consisted of algebra, geometry, plane trigonometry and mensuration? Analytic ge-
ometry was offered the sophomores. And it was not until the Trinity Term of the senior year that calculus was taught, and this half-year was shared with practical astronomy. Think of it! Less than a half year of calculus in the senior year!

The Advanced Placement Program in our secondary schools, inaugurated after World War II, has not always enjoyed the popular acceptance it has today. In 1955–56, about 100 schools participated in the Program, with a little over a thousand students taking the exams. Five years later over eleven hundred schools participated with a corresponding total of 13,283 students sitting for the exams. The Advanced Placement Program is exerting a steadily widening influence toward better education for able students.

It is encouraging to note the endorsement given this Program by Trinity's President Jacobs in his current Report to the Trustees of Trinity College.

Our experience (at Manchester High School) has shown that there is no final perfect curriculum offering in mathematics. We must constantly be undergoing a process of revision. To my way of thinking, revision is not something we do to the curriculum, it should be an integral part of the curriculum - a necessary evolutionary process which cannot be ignored. In this respect we rely heavily upon reports received from our graduates and from information from local colleges and universities. At the present time there seems to be a greater need for this exchange of views on the local level between the high school and institutions of higher learning.

LOUIS F. VISMONTAS '49
Mathematics Teacher
Manchester, Connecticut, High School

TO THE EDITORS:

After studying in the engineering field at Trinity and elsewhere and working professionally for the past few years, I have made the following observations. The importance of mathematics in any engineering field is growing each year. Engineering has in fact become applied mathematics. For example, a modern electrical engineer requires, in addition to his usual basic mathematics, courses in complex variable theory for the study of network analysis and synthesis, probability theory for work in communications, and even modern algebra for the design and analysis of digital computers. An engineer could be educated by being taught mathematics for the first three or four years and then studying the applications to engineering in one final year. Perhaps this is a little too extreme, especially for the young student anxious to plunge into his chosen field. In any case a close cooperation between the mathematics and engineering departments is required. Basic mathematics should be taught once and for all in the Mathematics Department. There should be no need for several different engineering courses all starting with two or three weeks of matrix algebra.

In this light Trinity is capable of producing the finest of engineers. The Mathematics Department can provide the necessary background, and a modest-sized Engineering Department can demonstrate the necessary applications. This does, however, require an organized and cooperative approach from both the Engineering and Mathematics Departments.

RONALD E. GOCHT '57
Engineer
Research Division
United Aircraft
East Hartford, Connecticut
In the graduating classes 1951 to 1962 inclusive, 60 men majored in physics. Of this number, 38 answered the science questionnaire in one form or another. Of these 38 men, 25 majored in another department as well as in physics, most of these double majors being in mathematics and physics.

Of the 38 men who replied to the questionnaire, 34 have pursued additional graduate study at some time. Six persons have earned Ph.D. degrees; 3 in physics, 1 in applied mathematics and 2 in chemistry. Nine men are continuing work toward a Ph.D. degree (3 full time); 3 in physics, 2 in mathematics, 2 in branches of engineering and 1 each in psychology and chemistry.

Seven persons have obtained a Master’s degree and are no longer going to school; 3 in physics, and 1 each in mathematics, education, nuclear engineering and business administration. Five other students are still in graduate school working towards Master’s degrees and there is reason to believe that several of these men will continue their graduate work beyond the Master’s program. Of those who did not answer the questionnaire, we know of at least 3 students who are in graduate school working for Ph.D. degrees in physics. Thus, about 20% of these 60 physics majors can be expected to obtain doctoral degrees in physics, twice the national average; another 20% can be expected to obtain Ph.D.’s in other fields.

Of the 38 persons who answered the questionnaire, 8 are presently in graduate school; 21 are working in business or industry, 6 are teaching, 1 is working in a research institute, 1 is doing post-doctoral research and 1 is in the armed forces.

In answer to the question as to their evaluation of their preparation in science at Trinity, there is some ambiguity since because of the multiple majors these men pursued, they received several slightly different questionnaires. The Physics Department was not rated highly in many of these replies, but it is interesting to note that there seems to have been a low point with the class of 1959. Even in this class, where several graduates rated their preparation as poor, others rated it as good. Overall, 12 rated their preparation as good, 14 as fair, 1 as adequate and 7 as poor. Four persons who received their questionnaire from the Chemistry Department were not included since they were asked to rate their preparation in chemistry rather than science in general or physics in particular.

In answer to the question “Was the science curriculum sufficient to meet your professional needs?” 28 answered “Yes” and 10 answered “No.” There is a certain unanimity in the replies to these last two questions. Six persons rated the program both poor and inadequate. One person answered “No” to this question but added “Undergraduate physics couldn't be.” This graduate went directly to graduate school and has earned a Ph.D. degree in physics.

In response to the opportunity of listing the strengths and weaknesses of the science program, those who replied had many and varied comments. In the same class, for instance, one person rated the modern physics course as strong and another rated it as weak. Abstracting from the welter of comment to arrive at an over-all pattern of the replies, one may say that those factors which were mentioned most often as strengths were the teaching of the theoretical and classical aspects of physics. Several persons also named as a strength of the science program the close association which they had with their instructors. In addition, the program in mathematics was considered strong by those who mentioned it.

"...about 20% of the 60 physics majors (in the past ten years)
can be expected to obtain doctoral degrees in physics—twice the national average;
another 20% can be expected to obtain Ph.D.’s in other fields."
In reply to the question as to what courses were not offered which would have been of value, there were numerous suggestions. Many of these were of a highly specialized nature, but several were typical of a standard undergraduate curriculum. Those mentioned most frequently were: quantum mechanics, thermodynamics, nuclear physics and mathematical physics. One of the Physics Department's severest critics, however, had this to say, “I have talked with some of the physics teachers since 1959 and it appears that something is being done to strengthen the curriculum.” Indeed, the physics program today is quite different than that to which most of the graduates answering the questionnaire were exposed. The Physics Department is now offering courses in thermodynamics, nuclear physics and theoretical (mathematical) physics to the undergraduates. In addition, there is a graduate course in quantum mechanics which qualified seniors may elect. The difficulty which faces the Physics Department, however, is that under the “new curriculum” a student may take only six year-courses in physics. Thus, to increase the offerings to include all the constructive suggestions would either require that equally valid courses be dropped or that the Department offer several more courses than may be taken by any one student for credit toward graduation.

Several respondents remarked on the fact that the experimental aspects of the physics program at Trinity were poor. They expressed the hope that the facilities in the new Mathematics-Physics building would mean that this difficulty would be rectified. This will surely be so. For example, at present only one faculty member is doing experimental research, and this in his office. In the new building there will be six rooms available for research (undergraduate, graduate and faculty).

Speaking about curriculum—
“... revision is not something we do to the curriculum, it should be an integral part of the curriculum—a necessary evolutionary process which cannot be ignored.”

Similarly, at present the Physics Department has only three adequate rooms to use as undergraduate laboratories, and two courses must use one room simultaneously. In the new building, there will be seven rooms which may be devoted to undergraduate laboratory work. In addition, it is expected that the Physics Department will be able to replace some of its antiquated equipment and operate in well-equipped, modern, teaching laboratories.

In conclusion, several replies to the questionnaire contained very candid remarks concerning the science program at Trinity and its place in a “liberal arts” college. Two comments which, although not typical, reveal something of the writers’ attitudes while at the college are the following:

I did not go to Trinity solely to obtain a science education. Trinity has an excellent reputation as a “liberal arts” college, which is a major attraction for many people who wish to be... educated... Although I indicate that the Trinity science program was inadequate for my professional needs, this is not a condemnation of the program at Trinity. As I indicated above, I went to Trin to get a rounded education. Besides, I goofed off a lot of the time, and that's not your fault.

The Trinity science program is an excellent one for persons such as myself who use it as the base for a liberal education. With science playing so great a role in the destiny of mankind it seems to me that the truly liberally educated person must start first with science and supplement this with humanities and the arts. Only with a solid understanding of basic science can one truly understand man's progress, history or art through the ages. Trinity affords the type of science program which builds this understanding.

- R. F. K.
An Undergraduate's Viewpoint

By J. Ronald Spencer '64

"Nature and nature's laws lay hid in night/ Then God said 'let Newton be,' and all was light." When Alexander Pope wrote those lines in the 18th century, he voiced his age's almost unbounded optimism about modern science, which had been born only recently through the skillful mid-wifery of Sir Isaac Newton. Two centuries later, with memories of Nazi eugenic experiments and Hiroshima fresh in our minds, we take a much more balanced view, acknowledging that science has both its Jekyll and Hyde elements.

On the one hand, we see dedicated researchers working to unlock the secrets of disease in order that suffering might be reduced. On the other, we see men working to unlock further secrets about the atom in order that more monstrous weapons of annihilation might be built. The result of this ironic contradiction is a growing schizophrenia in the public mind about science and scientists. We non-scientists, bewildered by relativity, quantum mechanics, nuclear energy and such-like, simultaneously respect and fear the science which so dominates our times.

Thus we who are laymen have grown suspicious of the man of science. Although we sometimes view him as a savior, we also often think of him as a practitioner of the most mysterious black magic. Perhaps this explains the relevance of an advertising poster in the bookstore which asked recently "Are engineers people?" Perhaps it also explains why I have always been a little awed by that imposing, feudal-castle-of-a-building, the Jarvis Physics Lab.

Since coming here over two-and-a-half years ago, I have frequently walked past the old brick structure. I've often wondered why its windows are shaped like huge keyholes, why its broad front doors are painted such an ugly off-red color. But on other occasions, when not occupied with such irrelevancies, I've wondered if somewhere within the dirty confines of that anachronistic building a budding physicist might not be laying the foundation for a career which would culminate in the construction of some ultimate weapon or infernal machine. No doubt my fears were exaggerated - probably founded more on an overdose of science fiction films than on any reality - yet I think they were hardly unique. Most of us laymen have yet to shake entirely the "mad scientist" stereotype from our minds.

Several weeks ago I decided to allay my fears and curiosity by making my first visit to the lab. So on a rainy afternoon, I mounted its cracked steps and, feeling not unlike a Methodist farm boy on his first visit to a house of pleasure, pushed through the ugly off-red doors into I knew not what. Bob Miller, a tall, affable junior physics major from Illinois, greeted me. For the next hour he was to be the high priest instructing the poor neophyte.

Bobby ushered me up to the second floor, into the tiny office which three junior physics majors share. "Tell me about science," I said naively. With that, Miller fired off a rapid volley of words that he allowed me to interrupt only twice in the next 40 minutes. "Ultraviolet spectroscopy of mercury . . . Niels Bohr and basic research in quantum mechanics . . . three quadratics to solve that one . . . the refraction of light waves" - these were some snatches of his discourse which I hurriedly noted. I suddenly realized how inadequate that high school course in physics had been; I also saw what Miller meant when he said "This past semester my whole life has been centered around physics."

He paused only occasionally, usually to re-light his battered old pipe. (From the three pipe racks in the office I guessed that pipe-smoking is a sine qua non of modern physics.) Once, right in the middle of an explanation of his research in spectroscopy, he jumped from his chair to the blackboard - "a physicist can't talk without chalk."

Finally, seeing I was becoming totally bewildered, Miller suggested we return to the first floor. "I want to show you the Black Hole of Calcutta," he said. At the side of the front hall stood a door so narrow I had to
hunch my shoulders to get through. Behind it was an oddly shaped room painted completely black. It would have provided a good setting for a Poe mystery story. Bobby snapped off the lights, flicked another switch and a small gray machine emitted an eerie glow. "Don't look directly at the bulb when I remove this shield," he warned. "It's strong enough to destroy the retina." In a few seconds I was staring into a small slit in the machine and seeing patterns traced by refracted light rays. It was just as Miller had explained upstairs, and I felt elated at my new knowledge. Miller went on to explain that by studying the patterns the light rays made on a photographic plate, it had been possible for him to learn some fundamental facts about nuclear structure. Although what he discovered by experimentation is already known to scientists, he said, it was essential that he discover it for himself, because "so much of physics can't be taught— it has to be learned."

Our formal interview broke up minutes afterward, and we sloshed through deepening puddles over to the Cave for coffee. On the way, Miller remarked casually, "I'm just so thankful I didn't go to M.I.T. The constant exposure I've had to the liberal arts here has equipped me to be knowledgeable in so many fields."

Soon we were seated comfortably in a corner booth, animatedly discussing Christian ethics. We were both on solid ground then. I was only sorry that the next time I saw Bobby Miller I wouldn't be able to plunge into a deep discussion about solid state nuclear physics. Perhaps someday there will be a better dialogue between the scientist and the layman. I'll feel a lot better when that day arrives.

"... The Math-Physics building
... may mark a new era
in the history of the College."

"Although what he discovered by experimentation is already known to scientists, it was essential that he discover it for himself... as much of physics can't be taught—it has to be learned."
Eight seniors were initiated into the Beta Chapter of Phi Beta Kappa April 18. Prior to the ceremony Richard Eberhart, poet in residence at Dartmouth College, presented the third annual John E. Candelef Memorial Phi Beta Kappa Lecture.

Students receiving the coveted Phi Beta Kappa key were: Marshall E. Blume II, Robert E. Byrne, Edward T. Flynn, Thomas R. Knox, Steven J. Molinsky, Harvey Thomas Jr. and Ibor Zachariasewycz.

Rockefeller Brothers Theological Fellowships have been awarded to two seniors, John A. Kent, a history and English major, and David A. Raymond, a historian. The announcement of the appointments was made by President Nathan M. Pusey of Harvard University, chairman of the Fund for Theological Education. Both of the students plan to study at the Union Theological Seminary in New York City. This is the second consecutive year that two Trinity students have been named Rockefeller Fellows.

Woodrow Wilson Fellowships have been awarded to Harvey W. Thomas Jr. '63 and Thomas Berger '63. Both the recipients are members of Phi Beta Kappa and active in student government. Harvey Thomas has distinguished himself as a student Senator, member of Pi Gamma Mu and president of the Philosophy Club. He is majoring in philosophy. Thomas Berger is a mathematics major and winner of the Phi Gamma Delta Mathematics Prize, a member of Sigma Phi Sigma, treasurer of his fraternity, Pi Kappa Alpha, and a member of the Athenaeum Society.

Berger has just been selected by the faculty as recipient of the Mary A. Terry Fellowship.

Stanley J. Marcus '63 of Hartford has been awarded a Marshall Scholarship by the British Government. The Marshall Scholarships were established in 1953 by the United Kingdom Government to enable students to do graduate work at a university in the United Kingdom for a period of at least two years. Marcus, one of 24 United States students selected, is planning to study economics at Cambridge University.

An economics major, he is president of the Mather Hall Board of Governors and of his fraternity, Delta Phi. He has been a Holland Scholar for the past two years and has served as a student Senator. He has just been elected to membership in Phi Beta Kappa.

Raymond A. Drate of Brooklyn, New York, was selected to receive the H. E. Russell Fellowship for graduate study. He is a mathematics major, a member of Phi Beta Kappa, and holds the R.C.A. Victor Scholarship.

Dean Robert M. Vogel has announced an eight-week summer engineering laboratory which will be jointly sponsored by the College and United Aircraft Corporation. The program, open to secondary students who have completed their eleventh year of schooling, will offer two courses, "Introduction to Engineering" and "History and Philosophy of Science," which will give college credit to those completing the work.

The program is open to Connecticut high school boys who excel in chemistry and mathematics. It is an outgrowth of the Transition to College Plan which originated at the College five years ago.

United Aircraft is underwriting the tuition cost and will open its research and developmental facilities for student visits during the course of study.

The Glee Club, under the direction of Professor Clarence Barber, made its annual spring recital during the first five days of spring recess. The trip was shorter than usual and differed from previous ones in one respect—the club performed in secondary schools instead of appearing only in churches. Glee Club President John Watson '63 and Club Manager Philip C. delle '63 were instrumental in planning the tour, which took the 23 members to the New York cities of Ribekev, Janus, Buffalo and Westfield.

The Club traveled to Pine Manor Junior College, Wellesley, Mass. for a second presentation of Marc-Antoine Charpentier's "Te Deum in D Major" in late April.

An exhibit of photographs by members of the Connecticut News Photographers Association was held in Wean Lounge during the month of April. The work shown included news pictures, sports, features, still lifes and abstracts. The exhibit moved on to Wesleyan University at the end of the month.

Thomas A. Knox '63, a history major, won first prize in the annual Library Associates Book Collectors' Contest, which was established by Dr. Jerome W. Webster '10, a Trustee of the College and one of the founders of the Library Associates.

The first prize of $100 was for Knox's collection on "Western Historiography"; this award qualifies Knox to enter the national book collectors contest sponsored by The Saturday Review, which offers a first prize of $1,000, The second prize of $50 went to Dexter S. Cook '65 for his collection on "Recreational Mathematics." P. Adams Sliney '66, won third prize, $25, for his collection on "The Nucleus of a General Library." The awards will be presented on Honors Day, May 16.

After four tries at voting in a new staff, Radio Station WRTC-FM finally elected a new board of directors. The station's constitution states that the board must be elected on an "all or none" basis. The newly-elected board is composed of E. Michael Heid '64, station manager; Thomas Wadow '64, business manager; Albert H. Crane '65, program director; and William Bangert '65, technical director. Three additional members, appointed by those elected, are: Paul Draper '66, chief announcer; Thomas Brown '65, executive producer; and Harrison Hutton '64, public relations director.

Eighteen Connecticut secondary schools took part in the fourth triennial Trinity College Invitational High School and Preparatory School Debate Tournament held on the campus. Sponsored by the Athenaeum Society, the tournament consisted of three rounds on the national high school topic: "Resolved: that the United States should promote a Common Market for the Western Hemisphere." Hillhouse High School of New Haven won the tournament for the second time in three years. Staples High School of Westport took second place honors, and Manchester High School came in third.
SWAHILI
SPOKEN
HERE

Four Trinity men with a special interest in Africa are currently studying one of that continent's major tongues, Swahili.

The language, a rarity in American curricula, is being taught at the Hartford Seminary by Dr. Maurice Hollfeld, a professor who first learned it at the University of Pennsylvania during World War II and later put the knowledge into practice with field trips to the Congo and other African lands.

The Trinity students in Dr. Hollfeld's class include two who were in Africa last summer, seniors Don Taylor and Ted Scull, plus two who intend to go there this year, Geoffrey Freeman '64 and John Heyl '66.

The language is comparatively easy to learn, according to Scull, who worked as a medical aide in Tanganyika, where Swahili is the official tongue. "It is written in Roman script, is pronounced phonetically and has few rules, nearly all of which are followed consistently," he said.

But, Scull continued, the vocabulary is essentially primitive and the Swahili equivalents for Western terms sometimes run to the ridiculous. As an example, he cited the word for train, gari la moshi, which translated literally comes out "four-wheeled cart of smoke." Or to send a letter by air mail, you mark it kwache-"by bird."

Dr. Hollfeld holds his class, consisting of the wife of a young Lutheran missionary in addition to the Trinity contingent, in the weekly sessions of the Seminary campus. He employs what he calls the "mim-mem" technique—mimic and memorize. By this technique, the professor said, the students begin speaking Swahili immediately, and avoid time-consuming grammar lessons.

The students are working with a Foreign Service Institute booklet as the basic text, plus practice tape recordings which they use at the new language lab at Trinity.

Although the basic Swahili vocabulary is totally foreign to the Indo-European language system, some Western words have been incorporated with only slight modification. For example, hotel has become hoteli and hospital hospitalli, a concluding "i" having been added in keeping with a rule that all Swahili words must end in a vowel.

Swahili, despite its unsophisticated vocabulary, today is considered one of two major commercial languages in central Africa and observers expect it to earn increasing world-wide importance as new nations emerge there.

Dr. Robert H. Smellie Jr. ’42, professor of chemistry, has been named Chairman of the Chemistry Department by the Board of Trustees, to take effect July 1, 1963.

This action was taken upon the strong recommendation of the present Department Chairman, Dr. Sterling B. Smith, who will remain at the College as Scovill Professor of Chemistry, a title he has held for eight years. Professor Smith is eligible for retirement in 1965. He felt that it would be wise and in the best interests of the College to have his successor as Chairman of the Department appointed at least a year before he actually retired from the faculty.

"I am indeed gratified," said Dr. Smith, "that the Trustees have chosen Dr. Smellie as my successor. He is an outstanding chemist, a fine teacher and interested in both the College and the student. He has worked closely with me in the affairs of the Department for the past several years. He will make, I am sure, a very capable administrator."

Dr. Smellie joined the Trinity faculty in 1948 and has been professor of chemistry since 1958. He has served as a research associate director on the Atomic Energy Commission Project at Columbia and Trinity since 1951. He has been a member of the Editorial Advisory Board of the Journal of Colloid Science since 1954.

He received an Alumni Medal of Excellence in 1962 and the Trinity Club of Hartford Award in 1961. He was graduated Phi Beta Kappa from Trinity with a B.S. degree in 1942, received an M.S. from Trinity in 1944 and received a Ph.D. from Columbia in 1951. Before coming to Trinity he had taught a semester of chemistry at Columbia and prior to that had been employed by the Tennessee Eastman Corporation at Oak Ridge, Tenn., where he was promoted to analytical supervisor in charge of five laboratories.

His major field of teaching has been in physical chemistry specializing in kinetics and colloid chemistry.

President Jacobs has commented: "Trinity is indeed fortunate to have a person of Dr. Smellie's stature to take over the leadership of this important department. We are fully confident that he will continue the high standards established by his eminent predecessor."

Four faculty promotions, effective in September, have been announced by Dr. Jacobs. Dr. Leroy Dunn, a member of the Trinity faculty since 1957, has been promoted to associate professor of economics. He is a specialist in public finance and economic theory and thought, and has published several articles in his field. During the summer of 1962 Dr. Dunn was a senior research officer for the Treasury Department, Internal Revenue Service, Washington, D.C.

A member of the Department of Mathematics, Dr. Mario J. Poliferno, has been promoted to associate professor of mathematics. Dr. Poliferno is a specialist in the field of symbolic logic and has been at Trinity since 1958. His most recent article, "A Natural Auxiliary Function for the Mean Value Theorem," appeared in The American Mathematical Monthly.

The promotion of Stephen Minot to assistant professor of English was also announced by Dr. Jacobs. Mr. Minot is a member of the Poetry Center and is adviser to the Trinity Review. His "Three Genres," a text dealing with the techniques of writing fiction, poetry and drama, has been accepted by Prentice-Hall for publication in September 1964.

Dr. Austin C. Herschberger has been promoted to associate professor of psychology. In addition to his work as director of an undergraduate science program under the auspices of the National Science Foundation, he has done research in the fields of brain injury and its subsequent effects, psychological testing and diagnosis, classification of mental retardates, and basic problems of learning. He has been a member of the Department of Psychology since 1960.

James A. Notopoulos, Hobart Professor of Classical Languages, was elected president of the Classical Association of New England at the 57th annual meeting of the organization. Professor Notopoulos is the New England editor of the Classical Journal, which is the publication of the Classical Association.
Colonel Olney Leaves Trinity Command

The man behind the desk, wearing an Air Force uniform, the silver leaves of a Lt. Colonel, the ribbons of a long professional career marked by service in many lands, was alert but relaxed. The desk were the official Air Force orders terminating his duty as Commanding Officer and Professor of Air Science at Trinity. His tour of duty will officially terminate in late June of 1963. His next post of duty will be with the Air University at Maxwell Air Force Base, Montgomery, Alabama, where he will be Chief of the Air University Briefing Team.

Lt. Colonel Richard B. Olney can look back to the conclusion of four highly successful years on campus. He is inordinately proud of the careers of his commissioned graduates and their Trinity education. His interest and personal contact with them has brought a strong bond of friendship. As the Colonel puts it, "The range of skills required in the Air Force covers most fields of specialized civilian competence. Of paramount interest to the Air Force is the search for outstanding leaders—men who can develop a marked ability to inspire and direct people in these fields."

During his tour of duty he has shown himself as a dedicated professional officer. He is a diplomat, a respected teacher among the faculty and the respected leader of the Corps. His own academic career was heightened by taking his Master's degree while still fulfilling his position of Professor of Air Science.

One of the traditions which has grown up under his leadership is the popular Dining-In-Ceremony where officers and cadets and staff hold their ceremonial dinner and play host to officers of Air Force R.O.T.C. units in other New England colleges and universities.

Two special Chapel services are held for the R.O.T.C. cadets each year, and Colonel Olney has given inspirational leadership that has made them well attended.

A graduate of The Citadel, the Colonel has a background of military tradition by education and family. World War II took him around the Pacific—in New Guinea he logged 1,018 flying hours in the combat zone. Much of his service time has been spent in Air Rescue service, where his abilities, innovations and leadership brought into being techniques still used by Air Rescue groups.

President Albert C. Jacobs said: "Colonel Olney has given outstanding and highly constructive leadership to the Trinity College Air Force Reserve Officer Training Corps. Under his wise guidance it has become a most effective unit, one that has brought great credit to the Air Force as well as to the College. Trinity is proud to have had Colonel Olney with us. We wish him Godspeed and all success in his new duties." —S.P.V.

Colonel Olney

The Foundation for Episcopal Colleges, Inc., sponsored joint services in eight cities on National Christian College Day, April 28. The presidents of the eight colleges celebrated services commemorating the day. The Rev. Dr. Reamer Kline, Bard College, Saint Paul's Cathedral, Boston, Mass.; Dr. D. Lesley M. Johnson, Hobart College, Cathedral of Saint Peter and Saint Paul, Washington, D.C.; Dr. F. Edward Lund, Kenyon College, Trinity Cathedral, Cleveland, Ohio; Dr. James A. Boyer, Saint Augustine's College, Christ Church, Grosse Pointe Farms Michigan; Dr. Earl H. McClenny, Saint Paul's College, Calvary Church, Philadelphia, Pa.; Dr. F. Joseph Mullin, Shimer College, Cathedral of Saint James, Chicago, Ill.; Dr. Albert C. Jacobs, Trinity College, Trinity Church, New York City; and Dr. Edward McCrady, University of the South, Saint Luke's Church, Atlanta, Georgia.

At the annual meeting of the Foundation in March, Dr. Jacobs was re-elected Chairman and Kenneth C. Parker was re-elected Secretary.

Reviewed by BLANCHARD W. MEANS
Brownell Professor of Philosophy

Josiah Royce, the finest American mind in metaphysics, was a giant among others in the Periclean Age of Philosophy at Harvard around the turn of the century. William James, George H. Palmer, Hugo Munsterberg, and George Santayana shared their greatness with him, but, over a period of some twenty-five years, Royce's seminar was perhaps the most distinguished, critical, and significant course provided by the Department, and certainly one of the truly notable courses at Harvard. Royce himself was reason enough for this result, but he also made a practice of inviting various of his colleagues in different fields, primarily the sciences, to participate with him in original and critical thought. Thus, by their partnership Royce's seminar became a lively place for the meeting of science and philosophy. Here new frontiers of thought were explored through critical conversation, which is the basic character of philosophy itself.

Born in 1855, Royce was merely a mature man in 1913, but his health had suffered some two years previously. He had definitely to guard his strength, yet much of the old fire was still present, even if smouldering, and, at times even to compare it in the present to those we give in the notes of some eager young Boswell. And for the general reader, it is an exciting exercise to try an imaginative reconstruction of one of these seminars from Costello's notes against his own more formal summary of the sessions. Quite clearly here the notes are primarily subjective reminders in Costello's mind.

Even more than in the Notes or the formal Summaries, however, Costello's own most active mind is found in his critical comments here and there in the pages of Costello's notes. For this was a remarkable group of people in 1913-1914, even for a notably unusual seminar. There were three professional colleagues in quite different fields who contributed a great deal in partnership with Royce. These three were Lawrence J. Henderson, assistant professor of biology, Rudolph E. Pfefferkorn, professor of neuropsychology in the Medical School, and Frederick A. Woods, curator of the Portuguese history at the Harvard College Library. Fully as important, the eleven registered students, nine from Harvard and two from Radcliffe, were equally remarkable as shown by their later attainments. Today, the best known of these is T. S. Eliot, but they also included Albert P. Brogan, professor of philosophy and dean of the graduate school at the University of Texas; Marion Coe, the first president of Sarah Lawrence College; Narendran N. Sen Gupta, professor of philosophy at Lucknow University; Leonard T. Troland, teacher of psychology at Harvard and co-inventor of the Technicolor process; and Florence Webster, who has never had any academic appointments, but who is an earnest and vocal member of the group.

Difficult as it must have been to deal with the prepared papers and spontaneous comments of such individual minds, for each meeting the pattern of the text freely proceeds from Notes to Summary to Comment. But, as the Editor suggests, the reader would do well to read each summary first. Or, better yet, one would do well to start with Costello's own "Recollections" of the seminar, a number of which appear in Appendix A, and then perhaps read Richard Hooker's essay with which the book begins and which may help with Royce's philosophy in the discussions. However, in his Preface, the Editor states his method for the notebooks, the situation would seem to be simple enough. "I took down as much as I could of each session without shorthand and began the next session with a summary and criticism." But, it takes a very acute and a very determined reader indeed to derive much philosophical substance from the Notes, although the Editor has done an excellent job in furnishing and identifying footnotes. As one must appreciate, however, the Notes are on-the-spot notations which sometimes require a Crocean recreation and at times, I fear, defy or repel the best imaginative effort of a reader, or even of Costello himself. Notes have a fascination which the clearer summaries sometimes lack. Thus, for those who wish to see the teaching profession especially, it is of interest to imagine this seminar in retrospective comparison to those we have ourselves endured, or even to compare it in the present to those we give in the notes of some eager young Boswell. And for the general reader, it is an exciting exercise to try an imaginative reconstruction of one of these seminars from Costello's notes against his own more formal summary of the sessions. Quite clearly here the notes are primarily subjective reminders in Costello's mind.

I clearly remember Costello's vividly nostalgic report, upon his return from Indiana one fall, of having just discovered these notebooks which had been gathering dust for years in an old box. Although the idea did not originate with him, Costello was quite willing and even eager to have them published providing that he did not have to prepare them. And, of course, it was a matter of the idea, and he notes that a Mr. Hefelbrower began the meeting with an eighteen-minute paper which occupied twenty-two minutes in the reading. But, in general, this seminar, so well and handsomely reproduced here, is one which anyone, for Costello as fittingly evidenced in the notebooks, has never had any academic appointments, but who is an earnest and vocal member of the group.

Difficult as it must have been to deal with the prepared papers and spontaneous comments of such individual minds, for each meeting the pattern of the text freely proceeds from Notes to Summary to Comment. But, as the Editor suggests, the reader would do well to read each summary first. Or, better yet, one would do well to start with Costello's own "Recollections" of the seminar, a number of which appear in Appendix A, and then perhaps read Richard Hooker's essay with which the book begins and which may help with Royce's philosophy in the discussions. However, in his Preface, the Editor states his method for the notebooks, the situation would seem to be simple enough. "I took down as much as I could of each session without shorthand and began the next session with a summary and criticism." But, it takes a very
This book attempts to illuminate the life of an incredibly versatile Swedish engineer whose active career spanned more than a half-century (1690–1751) at the beginning of the Industrial Revolution. Christopher Polhem was the prime mover of the Industrial Revolution in his native land. As such, he was an engineering pioneer in a land of limited resources, populated by a rugged, tradition-loving people. It is not surprising that Polhem's lot as prophet and pioneer was often to be lonely and to be frustrated by obstacles deliberately put in his path by those who did not and could not comprehend some of his "radical" new ideas.

Many of Polhem's ideas and plans simply could not be brought to fruition during his lifetime because they outran the limited capabilities of the technology of his times. The Trollhattan canal project was a case in point. After over 30 years of planning and several false starts, it was finally begun in earnest in 1749. Five years later only parts of the project had been completed, although the estimated time had been set at three years. Lack of money, lack of interest in continuing the work, but mostly a realization that the techniques of construction then employed were inadequate caused the project to be discontinued several years after Polhem's death. It was not until a half-century later that the project was completed, but it is worth noting that the final route, the number and type of locks was still different from what Polhem had planned. Polhem was a man before his time.

The book itself consists of five chapters, each essentially a separate article by a different author. Each author throws considerable light upon a certain facet of Polhem's life and work, but none is able to shed more than a few glimpses on Christopher Polhem, the man. This is not really surprising. Polhem was astride two worlds, the theoretical and the practical, and the whole man was not fully comprehended in either. It is interesting, indeed, to learn from Polhem's own words that the separation of theory and practice (shades of C. Brainard) was very real, even in the early eighteenth century. Polhem wrote: "the theoretical and the practical have been separated from one another so that no one today is bold enough to write a book dealing with both of them ... separately they are fully described, especially the theoretical, by the learned professors."

Christopher Polhem was a man who wanted to deal with practical problems, but to do so on the basis of theoretical considerations. He wrote extensively on almost every facet of life of the day, including religion, astronomy and practical agriculture in addition to all phases of engineering and construction.

He certainly deserves the title of "Father of Swedish Technology." His influence on the industrial development of his nation is truly incalculable. The contributions which he made which were most effective in his own lifetime were mostly in the field of mining engineering and in the construction of waterways and docks. Many of his ideas which dealt with mass production and efficient manufacturing methods appeared before times were right for their wide adoption and they seldom received a really fair trial. Some of these inventions were well described in his writings, and models of them have been found and preserved. Others were only hinted at, and so it is not possible to trace their subsequent development and adoption accurately.

Polhem lived in a period of Swedish history when frequent wars and times of severe economic difficulty often prevented the continuity of government support which was needed to permit the growth of new, basic industry. Polhem suffered many crushing disappointments when projects into which he had put years of planning and not inconsiderable amounts of his own money were abandoned while under construction, often, he said, without a single valid reason being given. It is a tribute to the boundless optimism which characterized this man that even after bitter failures he was ready to try again with new ideas and undaunted courage.

The world produces few men of Polhem's creative genius. It is, therefore, all the more unfortunate that Polhem's work has been so little known or appreciated outside his native land. This excellent translation should help greatly to make his monumental contributions to the early history of engineering more widely known in the Western world.
BALTIMORE

The Baltimore Alumni Association held its annual winter dinner at the Broadview Apartments, March 27. It was a pleasure to welcome Professor Naylor, John Butler '33, Director of Placement, and John Mason '34, Alumni Secretary. Our guests brought us up to date with college news, and we held a most interesting question and answer session.

President Frank Fisk '51 noted the fine work that various alumni have done in interviewing and interesting prospective candidates in Trinity.

The other officers are: Donald C. Wigglesworth '50, Vice President, and R. Hooper Smith '52, Secretary-Treasurer.

CHICAGO

The annual dinner of the Chicago Alumni Association was held March 22 at the University Club in Evanston, Ill. Bert Holland '34, Vice President, discussed various college happenings. We were glad to see Admissions Officers, Gardiner Bridge, and Howie Muir '51.

The officers are: Edward B. Thomas '52, President; David R. Smith, '52, Vice President; and J. Joseph Woodward '54, Secretary-Treasurer.

HARTFORD

The Trinity Club of Hartford is making plans for its annual Spring Dinner at College Thursday, May 23rd. Dr. Charles Shain, President of Connecticut College, New London, will be the speaker.

NEW HAVEN

As we go to press the New Haven Alumni Association was making arrangements for a dinner Wednesday, May 15. Professor John Dando is to be the guest speaker.

NEW YORK

The Annual Spring Frolic will be Saturday, May 25, at the home of Dr. and Mrs. Jerome "Dan" Webster.

WASHINGTON

The Association's annual winter dinner was held March 26 at the Lawyers Club with John F. Butler '33, Director of Placement, and John A. Mason '34, Alumni Secretary, representing the College.

Retiring President Bill O'Hara '55 discussed the work of the Association in interviewing prospective students. He will be in charge of this work for the coming year, and may be addressed at 503 George Washington Inn, Washington 25, D.C.

The new officers are: Robert G. Scharf '58, President; David B. Beers '57, Vice President; Barry R. Plotts '56, Secretary; and Ernest G. Baldwin '32, Treasurer. Alumni moving into the Washington area are urged to make themselves known to Barry Plotts who works for Merrill Lynch and lives at 5900 Fern Leigh Road, Springfield, Va.

WESTERN NEW YORK

An enthusiastic group of alumni met at the Elmwood-Franklin School in Buffalo, March 21, to welcome Bert Holland '34, as the main speaker for the annual meeting. Russell A. Anderson '49, retiring president, presided at the dinner. A resolution in memoriam for the Rev. Dr. Charles D. Broughton '95, who until his death was the senior alumnus in Western New York, was prepared and read by the Rt. Rev. Lauriston L. Scaife '31, Bishop of Western New York.

The following officers were elected: President, Robert B. Laub '54; Vice-President, Geoffrey Letchworth Jr.; Secretary, Richard L. Hirsch '54; Treasurer, Robert F. Spitzmiller Jr. '59.

Necrology

William Henry Gage, 1896

William H. Gage, one of the College's oldest alumni, and prominent insurance agent in Detroit, Mich., for nearly sixty-five years, died in that city February 24. He leaves a wife, the former Miss Jessie Blackmore Campbell, a son, William H. Jr., and a daughter, Sally. Major General Philip Gage, Class of 1908 is his brother. Another brother, Alexander K. Gage, was a member of the Class of 1896.

Born October 24, 1872, in Highland, Kansas, a son of William Tenney Gage and Elizabeth Godwin, he prepared for college at Detroit High School and entered Trinity in 1893 with the Class of 1896. His fraternity was the Beta Beta Chapter of Psi Upsilon.

After his graduation, he took his degree at the Detroit College of Law in 1889, and that year served on the U.S. Yosemite during the war with Spain. During World War I he served as a captain in the Michigan State Troop Home Guard.

Mr. Gage joined the Northwestern Mutual Life of Milwaukee Insurance Co. after his discharge from service, and until recently took an active part in the selling of life insurance. He was considered one of the company's most able salesmen.

George Trowbridge Hendrie, 1897

Word has reached the College of the death of George T. Hendrie, February 19, 1963, in Metamora, Mich. He was for many years in the investment business in Detroit. He leaves his wife, the former Miss Kathleen McGraw, whom he married September 27, 1906, in Groose Pointe, Mich.

Mr. Hendrie's brother, Strathearn, was Class of 1887, and he had six cousins who were alumni - S. Breck P. Trowbridge, 1883; Sidney T. Miller, 1885; Charles C. Trowbridge, 1892; Al-lexander H. Sibley, 1892; Mark M. Sibley, 1896; and W. Howie Muir '51.

Born November 11, 1875, in Detroit, Mich., a son of the late George Hendrie and Sarah Sibley Trowbridge, he attended St. Paul's School, Concord, N.H., before entering Trinity in 1893. He left college at the end of his junior year. His fraternity was the Epsilon Chapter of Delta Psi.

Mr. Hendrie served as a Seaman First Class on the U.S.S. Yosemite in the Spanish-American war.

Vincent Chetwood Brewer, 1904

Vincent C. Brewer, retired shade tobacoo grower, died March 26 at Bonytown Beach, Fla., after a long illness. He leaves his wife, Mrs. Buena Crawford Brewer; three sons, V. Chetwood Jr., Charles C., and R. Selden; and two daughters, Mrs. Joseph J. Wickham and Mrs. Charles H. Hamlin II.

Born July 2, 1882, in Hockanum, Conn., a son of the late Norman Selden Brewer and Agnes Roberts, he prepared for college at Hartford Public High School. He entered Trinity in 1904 as a special student and remained in residence for one year. His fraternity was the Epsilon Chapter of Delta Psi.

After spending a year at Yale, he joined the U.S. Department of Agriculture and was sent to South Africa to experiment in the growing of cotton, corn and tobacco. Returning to this country in 1910, he became associated with his brother in the growing of broadleaf tobacco on the Hendrie farm near Hart­ford under the firm name of Brewer Brothers, a pioneer company in the growing of shade tobacco. Later the firm became Edwards and Brewer, and in 1935 he founded W. C. Brewer and Son. He retired in 1957.

Herman Edward Townsend, 1904

Word has reached the College of the death of Herman E. Townsend February 21 in La Habra, Calif. In 1905 he was married to Lillian Lazelle of Brook­lyn, N.Y. His brother, Mrs. Jane Townsend Herlihy of La Habra Heights, Calif. and two grandchildren.

He was born in Boston, Mass., Decem­ber 7, 1899, and he prepared for college at Holderness School. He was a direct descendant of Elbridge Gerry, Governor of Massachusetts and one time President of the United States. His grandfather was E. D. Town­send, Adjutant-General of the United States Army during the Civil War and a close friend of Abraham Lincoln.

At Trinity he played on the football team for four years, and received honorable mention on Walter Camp's All-America team in 1902. He played on the baseball team two years and was president of the Athletic Association. Elected class president in his Sopho­more year, he was also named to the Sophomore Dining Club, to Medusa and was College Marshal. His fraternity was the Beta Beta Chapter of Psi Upsilon.

After leaving college he worked for Carnegie Steel Co. and Wickwire Steel Co., before going to Johnstown, Pa., in 1916 to accept employment with Mid­vale Steel. In 1921 he joined Haws Re­fractories Co. as manager of sales and transferred to Hiram Swank and Sons as director of sales in 1929. He retired in 1952 and moved to California.

Mr. Townsend was a Mason and a Shriner, and received his 50 year Mas­sonic pin in 1962.

Lewis Gibbs Carpenter, 1909

Lewis G. Carpenter died in San Francisco, Calif., March 15. He leaves his wife, the former Miss Ernestine M. Nickel: a daughter, Mrs. James R. Hodges; and a son, Dr. Lewis G. Jr. His first wife, the former Miss Helen Violet Gardner of Boston died in 1937.

Born March 6, 1887, in Detroit, Mich., a son of the late Clarence Car­penter, Class of 1884, and Josephine Lewis, he was educated at the Westminster School, Simsbury, Conn. He entered Trinity in 1905, but only remained in residence for two years.

His fraternity was the Beta Beta Chap­ter of Psi Upsilon.

Mr. Carpenter lived in Denver, Colo., for several years where he was in the investment business. Since 1929 he had been in the ranching business in Cali­fornia and maintained a home in Gil­roy where he was co-owner of Castro Valley Ranch.

Henry Otto Hinkel, 1909

Henry O. Hinkel died March 8 in Mem­phis, Tenn. He moved there from War­wick, R.I., some three years ago. He leaves his wife, Mrs. Alice M. Hinkel of Memphis; a son, Henry Jr.; and a brother, Fred C. Hinkel Jr., 1906.

Born in New York City a son of Frederick Charles and Gertrude Rose Hinkel, he entered Trinity in 1905 with the Class of 1909. He was a member of the Sophomore Dining Club, the German Club, Sophomore Smoker Com­mittee, Junior Promenade Committee, and Senior Dance Committee. In his Junior year he was elected Class Pres­i­dent.

He lived most of his life in the Providence, R.I. area and was employed by the J. L. Pierce & Co. and the Providence Chamber of Commerce. P.H.B.

Ewald E. Olsson, 1910

Word has reached the College of the death of Ewald E. Olsson, February 21, 1962, in Baldwin, New York. He leaves his wife, the former Miss Elizabeth Ladin, and a daughter, Mrs. Lisa M. Battles.

Dr. Olsson was born February 27, 1887, in Halland, Sweden, a son of the late Otto B. Olsson and Josephina B. Johnson. He came to this country two years later and settled in South Man­chester, Conn., and attended the local high school there. At Trinity he played on the baseball team three years and was a member of Phi Gamma Delta fraternity.

Dr. Olsson practiced at Bridgeport Hospital, Bridgeport, Conn., and the Swedish Hospital in Brooklyn, N.Y. He also maintained a private practice in orthopedics and fractures until his retire­ment some years ago. He was a member of the Kings County Medical Society, the New York State Medical Society and the American Medical Association.

Roberts Keney Skinner, 1910

Roberts K. Skinner died at his home in Old Saybrook, Conn., February 25. He leaves his wife, Mrs. Helen L. Skin­ner; a son, Roberts K. Jr.; a daughter, Mrs. Herbert Holly; and a sister, Mrs. Walter Trumbull, whose husband was a member of the Class of 1903. The late William C. Skinner Jr., Class of 1911, was his brother.

Mr. Skinner was born October 1, 1886, in Hartford, Conn., a son of the late William C. Skinner, Class of 1876, and Florence Clarissa Roberts. He pre­pared for college at Canterbury Hill School, Pottstown, Pa., and entered Trinity in 1906 with the Class of 1910 but only remained in residence for one year. His
fraternity was IKA, now the Sigma Chapter of Delta Phi.

For some thirty-five years, Mrs. Skinner was associated with Skinner Brothers Real Estate in Hartford. He retired in 1952 and moved from West Hartford to Old Saybrook.

HARRY WILLIAM NORDSTROM, 1919

Harry W. Nordstrom died suddenly February 13th in Tomas River, N.J. He leaves his wife, the former Miss Claire Lee, to whom he was married June 9, 1930, in New York City.

Born October 11, 1896, in Brooklyn, N.Y., a son of the late Charles and Amanda Anderson Nordstrom he prepared for college at Bay Ridge High School, Brooklyn, N.Y., and entered Trinity in 1915 with the Class of 1919. As an undergraduate, he played football for three years and was captain of the Glee Club for three years and was a member of the Kappa Chapter of Alpha Chi Rho. His fraternity was IKA, now the Sigma Delta Phi.

"Tiny" taught school at Lake Placid-Florida School from 1921-1923 after a short try in the business world. He then entered the faculty of Chestnut Hill Academy near Philadelphia, and in 1925 went to Friends Seminary School in New York from which he retired in 1962. His field was Mathematics and Science.

About four years ago "Tiny" returned to campus and brought a new Trinity College song which was very well received. - S.W.S., Jr.

JOSEPH JAMES MULLEN, 1923

Joseph J. Mullen, well-known Hartford lawyer, died in Hartford Hospital March 8. Besides his wife, Mrs. Katherine Nugent Mullen, he leaves two sons, James N. and Joseph J., Jr. Joe was born June 30, 1899, in Hartford, a son of the late James W. and Margaret Lawler Mullen. He lived in Hartford all his life and prepared for college at Hartford Public High School. He transferred to Trinity from Yale in the sophomore year, and was a member of Phi Gamma Delta fraternity.

During World War I he served in the Navy, and in World War II he was in the Army's legal department.

He was graduated from Yale Law School and was a member of the Connecticut Bar Association. He served as associate attorney at the Veterans' Administration from 1945 to 1954 when he opened his own law office for the general practice of law with Victor F. De Nuzzo '16. - J.A.C.

HENRY DUNCAN PECKHAM JR., 1936

Word has reached the College of the death of H. Duncan Peckham Jr. at Portola Valley, Calif., March 13. He leaves his wife, the former Miss Betty A. Reeg, whom he married April 18, 1942; a daughter, Deborah Jean; and two sons, Alan Duncan and Brian Donald.

Dunc was born September 7, 1915, in Brooklyn, N.Y., a son of H. Duncan Sr. and Gladys H. Peckham. He prepared for college at Erasmus Hall High School in Brooklyn. At Trinity he was a member of the Jesters, the Choir and the Glee Club for four years, being president of the latter in his senior year. He also worked on the Tripod staff for one year. His fraternity was the Phi Psi Chapter of Alpha Chi Rho.

After graduation Dunc worked for Sperry Gyroscope Co. for five years. He then served in the Navy from 1942 to 1945 and was discharged with the rank of Lieutenant (j.g.). After a year with the United Nations, he joined WPIX, New York City, from 1948-1952, and the National Broadcasting Co. from 1952-1954. He then was named Director of Engineering for Spartan Radiocasting Co. in New York S.C. Recently he had been District Sales Engineering Manager near San Francisco, and had been living at 55 Iroquois Trail, Portola Valley, Calif. - R.M.C.

WESLEY ADOLPHUS CARCAUD, 1938

Wesley A. Carcaud of Newton, Conn., died March 2 at Hartford Hospital. He had been in this area. He was born June 17, 1916, in East Hartford, a son of Clarence D. Carcaud and the late Marie Carcaud.

Preparing for college at Bulkeley High, he entered Trinity in 1934 with the Class of 1938. He was a member of ATK local fraternity.

For over twenty years he had been employed by the Pratt and Whitney Aircraft Division, East Hartford, as an industrial engineer.

He leaves his wife, the former Miss Bertha (Bobbie) Janosky; a son, Daniel; and his father.

Funeral services were held in Grace Church, Newton, of which he was a member, with the Rev. Daniel M. Chenes '49 officiating.

WILLIAM LEROY PLASKY, 1939

William Plasky was found dead at his home in Manchester, Conn., March 29. He leaves his wife, Mrs. Ida Dwet Plasky, and a brother, John, of Austin, Texas.

Born July 11, 1917, in Hartford, Conn., a son of Mr. and Mrs. Harry J. Plasky, he prepared for college at Weaver High School and entered Trinity in the fall of 1935. He only remained in residence for six months.

He had been employed at the Hartford Post Office for twenty-five years, and was a member of American Legion Postal Employees Post 139, VFW Lt. C. C. Robinson Post 254, and the United Federation of Postal Clerks.

MARSHALL NEAD, 1941

Marshall Nead died in his sleep February 15, 1963, at his home in Brooklyn, N.Y. He leaves no survivors.

He was the son of the late Gladwin M. Nead and the late Lila S. Walsh. He prepared for college at Holderness School where he was editor of the school magazine and active in dramatics. At Trinity he was on the Tripod staff for two years and was associate editor of the Trinity Review. He was a member of the Commons Club.

After graduation he attended Columbia University, obtaining his Master's degree in English. During World War II he handled special assignments for the American Red Cross. For most of the rest of his life he was associated with the National Foundation for Infantile Paralysis in New York City. He also did freelance writing for television, radio and magazines. - F.A.K.

PHILIP JOHN NEWMAN, 1960

Word has reached the College of the death of Philip J. Newman from a flash fire February 25 at Upper Saddle River, N.J.

Born September 1, 1938, in New York, a son of Philip Thomas Newman and Margaret Lois Kubitiz, he prepared for college at Trinity School in New York City.

At Trinity, he was president of the Psychology Club, a Senior Lay Reader, a member of the Honor Society, the Engineering Society, Psi Chi and the Inter Fraternity Council, and ran on the Freshman Cross Country team. He was a member of the Epsilon Alpha Chapter of Pi Kappa Alpha of which he was President his Junior year. Phil was research assistant to Dr. Robert D. Meade of the Psychology Department, and together they published papers on "Lo­comotion Gradients in the Activity Wheel" and "Terminal Retardation in Activity Gradients."

Phil was manager and secretary of the Unique Medal & Badge Co., Upper Saddle River, N.J. He had become a Lay Reader and a choir member of St. Paul's Episcopal Church, Montvale, N.J.

He leaves his parents and a brother, Holmes.

IRVING SANDS OLDS, HON. 1953

Irving S. Olds, former board chairman of the U.S. Steel Corporation, died at his home in New York City March 4, after a long illness. His wife, the former Miss Evelyn Foster to whom he was married October 13, 1917, died six years ago. They had no children.

Mr. Olds was born January 22, 1887 in Erie, Pa., a son of the late Clark and Livia Elizabeth Keator Olds. He was graduated from Erie High School, 1903, from Yale College, 1907, and from Harvard Law School, 1910. After serving as secretary to Mr. Justice Oliver Wendell Holmes, he joined the New York law firm of White & Case in August 1911 and was named a partner in 1917. During World War I he acted as counsel for various government purchase departments of war materials.

In 1936 he became a director of U.S. Steel and four years later chairman of the board until his retirement in 1952 when he returned to active practice of the law with White & Case.

In 1953 Trinity awarded him the honorary degree of Doctor of Laws. His citation noted that he pioneered in sponsoring the aid of business to independent colleges.
JOHN BAIRD BYRNE, HON. 1960

John B. Byrne, president of the Hartford-Connecticut Bank and Trust Company from 1933 to 1952, died at the Hartford Hospital March 12th. A man of warm spirit, he served the greater Hartford community devotedly in a wide variety of capacities. He leaves a niece and a nephew.

Born May 16, 1886, at Thompson, Conn., a son of the late John and Mary Corrigan Byrne, he was educated in the public schools of Putnam in 1906. Eleven years later he accepted the position of examiner in the Connecticut Banking Department and in 1922 became Bank Commissioner of the State of Connecticut.

After five years he left to be vice president of the Hartford-Connecticut Trust Co. and in 1933 was named president. When he joined the bank it had about 31 million dollars in deposits compared to over 499 million dollars in 1962. He did much to pioneer the branch banking movement in Connecticut and was known from coast to coast in banking circles for his research and progressive banking methods.

In 1952 he was named chairman of the board of directors and two years later when the Hartford Connecticut Bank and Trust Co., merged with the Phoenix State and Bank Trust Co. he was elected chairman of the executive committee.

In 1960, Trinity awarded Mr. Byrne the honorary degree of Doctor of Laws. His citation said in part . . . "he has unstintingly, through love of fellow men, given himself to all good causes in our community."

Mr. Byrne was a president of the Connecticut Bankers Association and a director of the Hartford Hospital, the Institute for Living and the Newington Home for Crippled Children. He was a past vice president of the Connecticut Chamber of Commerce and a member of the board of the Connecticut Economic Council. He was director of many greater Hartford business concerns, and a past treasurer of the Republican State Central Committee.

IN THIS SECTION EACH CLASS SECRETARY WITH HIS ADDRESS IS LISTED WITH HIS CLASS NUMERALS. THE SECRETARIES WILL GREATLY APPRECIATE RECEIVING NEWS OF YOUR ACTIVITIES OR NEWS ABOUT OTHER TRINITY ALUMNI.

'01 James A. Wales
315 Ave. C., Apt. 9-D
New York 9, N.Y.

The many friends of Arthur R. Van De Water will regret to learn of the death of his wife, last December. He may be addressed c/o Van De Water & Gray, 80 Pine St., New York 5, N.Y. Dr. William Parker Wharton, 23 Central St., Bucksport, Me., writes he expects to sail with Mrs. Wharton for Germany May 16 where he expects to remain for about a year.

'02 Anson T. McCook
396 Main Street
Hartford 3, Conn.

'03 Frederick C. Hinkel Jr.
63 Church Avenue
Islip, L.I., N.Y.

'04 Bayard Q. Morgan, former chairman of Germanic languages at Stanford University, was awarded the Goethe medal for his services to the German languages abroad by the Goethe Institute. It was presented to him April 10 in San Francisco by the German Consul at a formal luncheon.

Professor Morgan is one of the most distinguished foreign language scholars in this country, and four years ago received the National Foreign Language Achievement Award. As a Trinity undergraduate he was Optimus, a Holland Scholar, Phi Beta Kappa and Valedictorian.

'05 Allen R. Goodale
335 Wolcott Hill Rd.
Wethersfield, Conn.

'06 Frederick C. Hinkel Jr.
63 Church Avenue
Islip, L.I., N.Y.

Your Secretary represented the College at the Charter Centenary of Manhattan College April 20.

'07 The Rev. Paul H. Barbour
50 Outlook Avenue
West Hartford 7, Conn.

'08 Edwin J. Donnelly
144 Harral Avenue
Bridgeport, Conn.

FIFTIETH REUNION

'09 The Rev. Paul H. Barbour
50 Outlook Avenue
West Hartford 7, Conn.

'10 George C. Capen
87 Walbridge Rd.
West Hartford 7, Conn.

'11 Clarence Sherman
61 Humboldt Street
Providence, R.I.

'12 Harry Wessels
55 Winthrop St.
New Britain, Conn.

'13 Thomas G. Brown
170 East 17th Street
Brooklyn 26, N.Y.

FIFTIETH REUNION

Len Adkins, hospitalized in the Harkness Pavilion, New York, is reported recovering nicely—we hope in time for the Reunion. Another class member, Bob Whitington, has undergone an operation at West Newton. We expect he will be well enough to serve as the Class Marshal in June. His son Robert P. Jr. will be graduated from the University of Colorado at Boulder on the Dean's List. Bill Barber is leading the WİFSİNES (Winter in Florida, Summer in New England) back to Reunion—Including, we hope, some who haven't seen our College since it grew so big and strong.

Joe Barnett, in a jovial mood after visiting most of his 12 grandchildren out west, will be parking his trailer-home near the campus. Allan Cook is on another of his extended business trips but plans to be with us.

Raymond Bentley reports he and the Missus "lead a lazy life"—which embraces cruises abroad and trips at home. He plans to reume with us. Now, what's to be said about Ken Case? All he's done is take charge of all the reunion programs and carry 6,700 details (more or less) in that well-ordered head of his—with Dick Deppen helping on details of our Reunion with his usual modesty and good humor. One part-time classmate we are urging to come back is Te Ping Hsi of Lakewood, N.J.—one of two delightful Chinese youths of one year's outstanding with '13.

One of our distinguished classmates, the Rt. Rev. Harold Sawyer, retired Bishop of Erie, will be with us. Your Secretary had a chat with him after Service at St. Paul's Church in Flatbush, Brooklyn, where the Rev. Harold Olafson, Trinity '15, is Rector.

As previously noted, E. Talbot Smith plans to come all the way from a town in Sussex, England, to be with us. Well, why be modest? Tom Brown, himself, is scheduled to talk about his experiences around the World with the Floating University on the afternoon before our Reunion Dinner. The idea is to give you a thirst.
Edward B. Thomas '52, president of Chicago Alumni Association; W. Howie Muir II '51, associate director of Admissions; Alfred N. Guertin '22, president of Scholarships for Illinois, Inc.

'14 Robert E. Cross
208 Newberry Street
Hartford 6, Conn.

Col. Charlie T. Senay has moved to Florida and may be addressed at 1975 Heinrich Road, Pensacola.

'15 Ralph H. Bent
5253 Fieldston Road
New York 71, N.Y.

We understand Ted Peck took an active part in "Business Show" sponsored by the Washington, D.C., Chapter of the National Office Management Association early in April.

'16 Robert S. Morris
100 Pearl Street
Hartford 3, Conn.

We are pleased that the new baseball scoreboard at Trinity Field has been given by friends and business associates in memory of the late James "King" Cole.

'17 Einer Sather
684 Farmington Ave., Apt. 17
West Hartford 7, Conn.

Roger Ladd was the chairman of the Hartford division of the Greater Hartford Cancer Crusade.

'18 George C. Griffis
47 West Hill Dr.
West Hartford, Conn.

FORTY-FIFTH REUNION

Plans are going forward for our 45th June 7 and 8. So far we have heard that Joe Buffington, Art Burnap, Ed Carlson, Ted Hampson, Lippy Phister, Syd Pinney and Your Secretary will be back. And there will be more.

As usual, we are inviting 1917 and 1919 to our Class Dinner at the University Club Saturday June 8.

'19 Sumner W. Shepherd Jr.
150 Mountain Road
West Hartford 7, Conn.

The Rev. Herbert E. P. Pressey has been named Associate Rector of Grace Church, Kirkwood, Mo., and is living at 528 Parkwoods Ave., Kirkwood 22.

Fred Vogel, former assistant secretary in the life department of the Etna Life Insurance Co., retired April 1.

We hear that Henry Valentine plans to retire the end of June as director of the West Hartford Department of Assessment. He joined this department in 1928 and has been its director since 1958. During that time the town's taxable properties increased from some 51 million to the present 313 million. This tremendous increase has been handled efficiently with the addition of the department of only one engineer or appraiser, and one full time clerk.

'20 Joseph Hartzmark
2229 St. James Parkway
Cleveland Heights, Ohio

Fred Griffin has been practicing law thirty-eight years. He is a very prominent lawyer in Norwalk and a member of the law firm of Sibal, Helffer and Griffin. Turk More is now connected with the Hartford Office Supply Co. after having been president of the Standard Supply Co. for about twenty-five years. He is just as tall, slender and erect as ever — bald and gray, but so am I. Bill Murphy has a talent and hobby unaware of by me until recently. He paints maritime pictures and has lined his walls with them. His library abounds in books on philosophy, Greek and Latin literature. Always the scholar, little Bill Murphy, and always the gentleman.

Harry Clark has been connected with the English Department of the University of Wisconsin since 1928, becoming a full professor in 1936. Prior thereto he taught at Yale and Middlebury College. Harry along with Lloyd Smith is on the Visitors' Committee formulated to make suggestions to improve the English Dept. on the Hill. Charles W. Hallberg, Professor of History and Chairman of the Department since 1949 at Queens College, Flushing, N.Y., regrets that he will be unable to make the 40th Reunion because of a scheduled appointment at Claremont Men's College, Claremont, California, in early June. We also regret it, but were pleased to hear from him nevertheless.

'22 Bert C. Gable Jr.
61 Clearfield Road
Wethersfield, Conn.

'23 James A. Calano
35 White Street
Hartford 6, Conn.

FORTIETH REUNION

Those who have signed up or hope to make the 40th Reunion are Joe Foley, Bob Hartt, Paul Norman, Bill Tate, Martin Gaudian, Stan Miller, Harry Clark, Steve Webster, Walt Berrube, Bill Murphy, Bill Mackinnon, Martha Coogan, Abner Newton, Doug Perry, Ike Newell, Sereno Gammell, Walt Canner and Jim Calano. If I have omitted you, please let me know.

We are very sorry to learn that Gerry Griffin has not been in the best of health. We trust that by this time he has fully recovered.

It was great to hear from two Californians, Joe Manion of San Diego and Bob Hartt of La Jolla. Joe recently recovered from a bout with the flu. He is retiring this year from High School teaching and plans to live in sunny Italy to get away from the changing climatic conditions of San Diego. Bob has retired from a rather active business career but can't find time to rest, what with attending to his gardening, swimming pool, fish pond, Macadamia orchard, home repairing and golf game.

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'24 Stanley L. Kennedy
70 Ledgewood Road
West Hartford 7, Conn.

'25 Raymond A. Montgomery
North Racebrook Road
Woodbridge, Conn.
'26  N. Ross Parke  
18 Van Buren Ave.  
West Hartford 7, Conn.

A Good Class is a well-informed Class - to paraphrase a phrase. So bringing us all up to date: -

Elwood Rider can be reached at 19 Westbrook Road, West Hartford, Conn., and Ken Stuer, please note: Trinity Insurance Agency. Since February 1963, the new address of Harold E. Traver, M.D. is 1000 Racine Street, Aurora, Colo.

Congratulations to Harold Messer on his 25 years of service as Cashier, bringing us all up to date: -

Colo. T26 is proud of Harold and Miriam. Westbrook Road, West Hartford, Conn., St., Class - to paraphrase a phrase. Grateful are we all to learn that Joe Hubbard is coming along in good order after what he informed me was a "minor illness." If you please, Gentlemen, let's each get a little note to

Hubbard is coming along in good order after what he informed me was a "minor illness." If you please, Gentlemen, let's each get a little note to

Williams and we each know what a lift Classmate can do for a fellow.

Always great to see Nick Manocchio at St. John's and when I see his little daughter - as of yesterday - a charming young lady today - we realize that time marches on. So please let us have the pleasure of hearing from you and how you and yours are "marching on."

'27  Winthrop H. Segur
34 Onlook Rd.  
Wethersfield 9, Conn.

Pleased to receive belated news from Jim Cahill that he and Mildred took a September tour of Ireland, Scotland, Wales and England by car. Jim reports "beautiful country and splendid people." Just to put the frosting on the cake, after their return they had the pleasure of entertaining their three grandchil-

nren, 4, 3, and 1, while their daughter and son-in-law went over to Japan for a month; I'll bet they were ready for another vacation after that tour of duty.

Caught Vice President Rog Hartt on a Southern New England Telephone Company TV program the other evening. Rog did a swell job in a question and answer interview and as dear, dear Louella might say, "How photographic!"

Plenty of publicity about our Congress making Mr. Churchill an honorary citizen of these United States but nary a bit about the Rhode Island legislature and its plans for Frank Conran.

Happy to report that Reynolds Meade has joined our exclusive 1967 Fortieth Reunion Club by sending in his $5 annual dues. Anyone else?

While 1963 is not a reunion year for 1927, Andy Forrester and Your Secretary always have a room in Jarvis for the class. If you are going to be on campus June 8th make sure you find out what room we have when you register. The sometimes y-clept "Gold Dust Twins" would appreciate company.

'28  Royden C. Berger
53 Thomson Road  
West Hartford 7, Conn.

THIRTY-FIFTH REUNION

The Rev. W. Harold Deacon, rector of Grace Church, Lawrence, Mass., has retired and is living at 171 Lowell St., Andover, Mass.

Most of the arrangements for our 35th reunion have now been completed. Class dinner will be at the Statler Hilton. We will have as guests, Professors Ray Oosting and Sterling Smith, who were on the faculty when we were in college and who have watched and played a part in the great changes that have taken place at Trinity.

'29  James V. White
22 Austin Road  
Devon, Conn.

The Rev. Lynde E. May III, has been named Associate Rector of Christ Church, Shaker Heights, Cleveland, Ohio. He lives at 16686 Van Aken Blvd., Shaker Heights 20. Whenever he can, he goes to his attractive cottage in Chatham, Mass.

'30  Philip M. Cornwell, M.D.
Talcott Notch Road  
Farmington, Conn.

We are proud to report that Lyman Brainerd has been elected vice chairman of the College's Board of Trustees. This is a new position, and will mean that Lyman will preside at all meetings of the Board when Dr. Jacobs is unable to attend.

'31  Lewis A. Giffin, M.D.
85 Jefferson St.  
Hartford 14, Conn.

'32  Julius Smith, D.D.S.
242 Trumbull St.  
Hartford, Conn.

Dick Meloy is president-elect of the Cleveland Chapter of the American Marketing Association for '63-'64.

Hugh Campbell celebrated his 30th year February 6 with the Phoenix Insurance Company and went home gift laden.

Received the usual copious clippings of Keith Funston talking to this group and that around the country. Who's minding the market?

'33  John F. Butler  
Trinity College  
Hartford 6, Conn.

THIRTIETH REUNION

Our congratulations to Phil Acquaviva, whose daughter, Charlotte, an alumna of Radcliffe, will graduate this June, and from Harvard Law School and his son, Phil is completing a program at Rochester Institute of Technology.

Also, congratulations to Vin Feshler whose son, Wes, is a co-captain of the baseball team and will receive his degree from Trinity this June.

Jack Leo has been named Vice President of Walter Oertly Associates, Inc., New York City. The handsome face of Joe Trantolo appeared in the local papers showing him at dinner for the Hartford County Bar Association, of which he was just elected secretary.

Jack Tracy, Reunion chairman, and his committee are hoping you and your families will return to campus for our 30th.

'34  John A. Mason
Trinity College  
Hartford 6, Conn.

Vahan Ananikian was organist at several of the noon Lenten services at Center Church, Hartford. Ed Craig was captain of the Mamaroneck Frostbite sailing team that visited Bermuda over
Washington's Birthday weekend. This was the first International Dinghy Regatta there, and Ed's team won handsomely. A return engagement was planned for local waters next Thanksgiving weekend.

Seymour Smith has been elected vice president of the American Insurance Association, an organization of executives in the property and casualty insurance field.

Charlie Sutherland's boy Hugh has been elected to Phi Beta Kappa at Yale.

Chuck and Helen Kingston's daughter, Pamela, was married to James F. Anderson April 20 in West Hartford.

Your Secretary had the pleasure of seeing Graham Day and Bill McCor- nuck in Washington recently. The former looks the same as when he thrashed to victory in Trowbridge Memorial Pool some 29 years ago while the latter still rolls off the droll stories and has just built a swimming pool at his George-town manse.

I also had the pleasure of seeing Dr. Al Dixon in Baltimore and he reports his doctor has told him to ease up on his activities with the Lions Club and the Baltimore Planned Parents Association.

Ray Rosenfield is now living at RR #2, Woodstock, Conn.

Chuck Kingston addressed the Pacific Sales Congress for insurance salesmen in Seattle, Portland, and Spokane April 1 – 3. Some 2,400 attended the sessions. His talk was entitled "Future Income – Dead and Alive" and touched on several aspects of Estate Planning today.

Robert J. Lau
96 Pennwood Dr., South Trenton 8, N.J.

Dr. Tony Paddon was one of the speakers at the memorial service for the late Dr. Charles Curtis, Chairman of the Board of the International Grenfell Association, at the Harvard University Chapel April 7.

Robert M. Christensen
66 Dickson Rd., Newington, Conn.

Ralph A. Heinzen was recently promoted from Assistant Vice President to Vice President in the Banking Department at the Harris Trust and Savings Bank, Chicago. Ralph holds a graduation certificate from the American Institute of Banking. He lives with his family at 208 Lawton Road, Riverside, Ill.

Reuel A. Benson, Jr., has been promoted to General Public Information Manager at The Southern New England Telephone Company's headquarters in New Haven. Reuel has been with the Telephone Company's Public Relations Department since 1937.

The news about activities of our classmates of 1936 is rather scarce. We must report with regret the passing of Des Crawford's wife, Dorothea, February 26, after a short illness. Des Crawford's wife has been promoted to Brig. Gen. and is at the Hq. Army Material Command, Bldg t-7, Gravelly Point, Washington 25, D.C. Sincerest congratulations.

We hear that Jim Miller is Director of Public Relations at California Tech., Pasadena, California. The Trinity Tripod is a good trainer.

Robert M. Kelly
95 Elizabeth St., Hartford, Conn.

James M. F. Weir
151 High Street
Portland, Conn.

TWENTY-FIFTH REUNION

A card from Bill Boles giving us the news that his daughter Linda was married December 1962. Bill now lives at 72 Lawton Road, Manchester, Conn. Other new addresses received recently were: Frank Burnell, 2381 Briarcrest Trail, NE, Atlanta, Georgia; Eddie Horizon, 818 East Forest Hills Blvd., Durham, N.C., and Charles Melville, Hyde Park Hotel, 36th St. & Broadway, Kansas City, Mo.

Ernie Corso's son Martin, completed a good season as quarterback on Edison High varsity football team. Ernie writes, too, that the boy had great support from daughter, Dianne, who is a varsity cheerleader.

A recent promotion announced by the Atma Casualty and Surety Company of Hartford, was that of Neil Pfansteil to Secretary of the Bond Department.

John T. Wilcox
57 Glenview Drive
Newington, Conn.

An executive communication from the Ford Motor Company announces that Allen W. Masters has been elected vice president – civic and government affairs – effective March 16.

The following address changes have been reported: William J. Black, Jr., 1334 Harvard Drive, Sarasota, Fla.; George B. Weaver, Shorewood Drive, Dunkirk, N.Y.

Stephen M. Riley
3 Hyde Road
West Hartford 17, Conn.

Dick Morris was moderator of a legislative panel program April 2 for the Greater Hartford Association for Retarded Children.

Frank A. Kelly Jr.
21 Tootin Hill Road
Newington 11, Conn.

Aside from the sad news of Marshall Nead's death, my only information on my classmates came in a letter from Chick Kirkby. He is sports editor of The Milwaukee Journal and reports that he only occasionally gets East. A heavy-weight championship bout will bring him to New York. But judging from the way things have been going lately on Jacobs Beach, Chick may not be leaving Milwaukee as often as in the past.

Martin D. Wood
19 Tootin Hill Road
West Simsbury, Conn.

Bob Nichols, Vice-President and General Manager of the Townsend Manufacturing Company and the Cleveland Tapping Machine Company, was re-elected on the Republican ticket for the West Hartford Board of Education. This is not a new position for Bob; he has been on the school board since October 1959. I will list a few address changes which some of you might like to have:


John L. Bonee
McCoo, Kenyon and Bonee
50 State Street
Hartford 3, Conn.

TWENTIETH REUNION

Every Friday readers of the Baltimore Sun may read a new column by Frank Rackemann entitled "Fun with Growing." 

Dave Tyler has been named to the Connecticut General Life Insurance Company's President's Club for outstanding agents.

Bob Welton is Chairman of our 20th Reunion Committee and announces the following as members of his active committee: Pete Peterson (Treasurer), Bob Hale and Allie Resony.

Your Secretary wrote to all members of the Class of 1943 recently asking that you advise him by return mail of your plans to attend the 20th Reunion. If you have not forwarded your acceptance, please do so. Those who attended the 10th Reunion Banquet in 1953 and/or the 15th Reunion Banquet in 1958 were the following: Drew Brinkerhoff, Morgan Burk, Don Byers, Sal Carrabba, San Corlis, Ray Cunningham, George Dickson, Jack Fay, Bob Hale, Norm Hall, Bill Hinson, Les Hipson, Bob Kelly, Jim McAndrews, Nick Motto, Pete Peterson, Frank Rackemann, Allie Resony, John Res- ony, Joe Rossi, Al Stafford, Bill Tribelhorn, Dave Tyler, Bob Welton and John Bonee. The 20th is to be the biggest and best of all.

Harry R. Gossling, M.D.
37 Boulder Road
Wethersfield 9, Conn.

Dr. Roger Conant, medical director of Royal McBee Corporation, recently attended a meeting for Industrial Sur- geons in Washington, D.C. Roger and his wife, Dori, enjoyed a round or two of golf in the pleasant early spring weather south of Hartford.

Tom Smith, our Captain's registrar, won a smashing victory at the West Hartford polls April 2. He ran for the School Board, and received more votes than anyone on the Democratic ticket. Soon he will be Mayor!
'45 Andrew W. Milligan
15 Winterset Lane
West Hartford 17, Conn.

The Rev. Paul A. Clark, formerly Canon of Calvary Cathedral, Sioux Falls, S.D., is now rector of Grace Church, Huron, S.D. He is living at 1141 Iowa Ave., S.E., Huron.

'46 Charles S. Hazen
10 Oxford Dr.
West Hartford 7, Conn.

'47 Paul J. Kingston, M.D.
27 Walbridge Road
West Hartford 7, Conn.

Your Secretary has just gone through the process of moving. My new home address is 27 Walbridge Road, West Hartford.

Since the last issue there have been a number of our classmates who have also moved. May I extend my condolences to all of you.

The new address of Howard S. Hane is 6132 North Leader Avenue, Chicago 46, Ill. Robert E. Hoffman, M.D., has moved to 15 Shadowlane Drive, Livingston, N.J.

John D. Johnson's new address is 121 South Lexington Avenue, Pittsburgh 8, Pa. The new residence of Melvin M. Rosen is 7 Lawnbank Road, Beverly, Mass.

Dr. Robert M. Rosenberg is now living at 1901 North Nicholas Street, Appleton, Wis. Nathan M. Selzter, D.M.D., now resides at 6333 Wilshire Boulevard, Los Angeles 26, Calif. The new address of Richard H. Taponga, M.D., is 444 West Harding Road, Springfield, Ohio.

'48 The Rev. E. Otis Charles
Saint John's Church
Washington, Conn.

FIFTEENTH REUNION

Communications between the Western Connecticut hills and the State Capitol are few but we hear that Ed Norris and his reunion committee are beginning to roll. Save June 7 and 8.

'49 Charles I. Tenney, C.L.U.
Manuifacturers Life Ins. Co.
2 Penn Center Plaza
Philadelphia 2, Pa.

Your Secretary, hoping to escape the Philadelphia cold, journeyed to Florida the last week of March and the first week of April.

You will be happy to know that Warren Giffin has scored again with a one-act play called "The Object Lesson" which won the Mark Twain Masquer's Second Annual playwriting competition.

Herb Lucas has left West Chester, Pa., for Williamsport, Pa. Ole George Summers has moved from Port Chester, N.Y., to Bethesda, Md., but I'll bet he won't be there too long. Excluding servicemen, George is running pretty close with Sam Winchell for the title "Transient Lodger."

Marvin Fishman is with Westinghouse Electric in Pittsburgh and may be addressed at 5427 Youngridge Drive, Apt. 19, Pittsburgh, Pa.

'50 James R. Glassco Jr.
313 North Quaker Lane
West Hartford 7, Conn.

Unintentionally, your Secretary is guilty of embellishing the most recent advancement of Richard Avitable. Dick advises he is National Sales Manager for Dow Chemical Corp., but only for the halogen products (chlorine, bromine, fluoride, etc.) My apology Dick, for prematurely putting you in harness.

Your Secretary has been reappointed Chairman of the Trinity Club of Hartford Book Award Committee. David Hadlow, who has a M.B.A. from Harvard, has stepped up another rung on the management ladder at the Stanley Works in New Britain, Conn. Dave, on March 6, 1963, was appointed assistant to the National Marketing Manager.

Nelson Wainman Jr., who holds an M.A. from U. of Conn., has been appointed Industrial Relations Director for the Diamond National Corporation. His new assignment will require that he coordinate activities in this field for 14,000 people at 39 plants. He resides in Woodmont, Conn.

Paul White has been appointed Chairman of the Department of History at Blair Academy (Blainestown, N.J.).

We are sorry to learn that Peter Detwiler has been laid up with a bad case of blood poisoning, and wish him a speedy recovery.

Francis Connolly Jr. has opened an office for the practice of law at 77 Lafayette St., Hartford. He has been active with local theatrical groups and was one of the first lawyers to appear on the nationwide television production, "The Verdict is Yours.

Peter Van Metre, one of the judges of Iowa's Tenth Judicial District, represented the College at the inauguration of Dr. Elwin D. Farwell as President of Luther College, Decorah, Iowa, May 11th.

John Biddle showed his fine film about the America's Cup races "Sail of Three Cities" at Bushnell Memorial March 24.

'51 Richard L. Garrison
Union Carbide Co.
10421 West 7 Mile Road
Detroit 21, Mich.

John McGaw represented the College at the 75th Anniversary Convocation of the University of Puget Sound on March 17.

We hear that Tom Naud is moving from 3935 Goodland Ave., Studio City, Calif., to New York City. Further details would be welcome, Tom.

'52 Richard P. Yeomans
212 Marilyn Dr.
Hatboro, Pa.

The Rev. Richard Aiken, who is teaching at St. Paul's School, Concord, N.H., represented the College at the dedication of the Whittemore School of Business and Economics at the University of New Hampshire March 28.

D. Felix Callan is now in private practice of Orthopedic Surgery in Danbury, Conn. His mailing address is 85 Osborne St., Danbury, and he enjoys the rural life of New Fairfield with wife and three children.

Tom DePatie has been named Manager, Accounting Machines, for IBM in the Baltimore and Washington area. He is living at 207 Paddington Road, Baltimore 12, Md. When he was looking for a house one of the appraisers was Bob Skinner, noted Baltimore realtor.

Houston Hale has been promoted to Director, Nylon Textile Sales of Chemstrand Co., 350 Fifth Ave., New York 1, N.Y. He was the manager of the New York District Sales office and has been with the company for ten years.

Dave Hatfield writes he is Assistant Administrator, Decatur & Macon County Hospital, Decatur, Ill., and lives at 7 Pepperidge Court there. He reports three children - Dave Jr., 7, Mike, 4, and Victoria, 2.

Jacques Hopkins represented the College at the inauguration of Dr. Albert Bush-Brown as tenth president of the Rhode Island School of Design March 23 in Providence, R.I.

Dr. Jerry Leffred writes he is practicing general medicine in Massapequa, N.Y. He is still single and enjoys the bachelor existence. He heard recently from Dr. Macey Keyes who has gone into practice at Miami, Fla.

'53 Stanley P. Miller Jr.
Box 1
Gans, Pa.

TENTH REUNION

Dusty Pollock is with the Development Committee of the University Medical Center in Cleveland. Gene Rinda represented the College at the Centennial Convocation of Boston University April 20.

'54 Ralph L. Tompkins Jr.
50 Merriam Avenue
Bronxville, N.Y.

We are pleased to report that Felix Karsky has been named varsity football coach at Bulkey High School, Hartford.

Professor George Nichols reports that John Nyquist and Bob Shaw are experts at the "twist" as it is practiced in San Francisco's Bay area. John is with the Phoenix Mutual there and we believe Bob is also in insurance.
The Rev. Donald Burr represented the College at the Inauguration of Dr. Clifton W. Emery Jr. as President of Worcester. June 21. Don is assistant minister at St. Michael's, Worcester. Merrill Callen is no longer working for Dow Chemical Co., but he has joined a company in Sudbury, Mass. Or is it the Sudbury Co., Merrill? If so, where?

Joel B. Jepson joined Pepsi Cola Co. as Assistant Manager, Mobile Market Division of the National Sales Department in March 1963. Joel had previously been working for the Smith, Kline and French Laboratories of Philadelphia for five years in sales promotion.

Dick Abbott is studying math at Stanford, and is a Captain in the Air Force.

Don Nevins has been appointed Associate Director for Remittances and Claims Payments, with responsibility for Agency Accounts at Mutual of New York. He joined the company after graduation as a management trainee.

Borden W. Painter Jr. 424 West 20th St., Apt. 1R New York 11, N.Y.

FIFTH REUNION

Jerry Newton and Tom Bowden are leading our Reunion Committee in a fine job.

Irwin Goldenberg is now practicing law with Rosenthal and Wolf in Hartford. He's also serving on our Reunion Committee. Bob Faesy recently visited the campus. He plans to finish at the Yale Architectural School this spring. His present address is Brewster Lane, North Haven. Charles Tolis and his wife Helena are living in Meriden. They became parents of a baby boy, Paul Andrew, last October.

Dean Uphoff is now serving his internship at the Royal Victoria Hospital in Montreal. Jim Flannery is teaching English and Drama at the University of Ottawa. Jim recently directed "Romeo and Juliet" at the University. He's also done some singing on the C.B.C.

Your Secretary graduates from the General Theological Seminary in May. I shall be ordained a deacon on June 11 at the New York Cathedral. Hope to see many of you at the Reunion. I'll be there with pad and pencil to gather fresh news from all of you.

Peter Lowenstein has joined the New York law firm of Lowenstein, Pitcher, Hotchkiss & Parr, 22 Broad St., and is living at 430 East 86th St., Apt. 9-G.

Don Novins has been appointed Assistant Director for Remittances and Claims Payments, with responsibility for Agency Accounts at Mutual of New York. He joined the company after graduation as a management trainee.

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Paul S. Campion
44 Brenwy Drive
West Hartford, Conn.

Dave Hardman visited the campus this past Spring before having visited with George Truscott in Buffalo, N.Y. Dave relayed the news that Fred Houston has joined a Buffalo architectural firm but he was unable to give us complete details. Therefore, Fred, if you want a "drop us a note" we would enjoy hearing about your latest move. In New York City, we've learned that Walter Burns is now with the Metropolitan Museum of Art and Chandler Bigelow is with the realty company, Brevoort Associates.

The Trinity Glee Club's Spring Letter made note of the fact that after receiving many fascinating communiques from Bill Owen from such places as Munich, Berlin, Bayreuth and Italy, that Bill has returned to Princeton to complete his doctoral work in the classics.

Also to be noted: Lt. Don Seastrom is still on duty with the Air Force, sends sunny greetings from Hawaii and Lt. Jim Frey is now with the 4601st Support Wing assigned to the Federal Electric Corp. at Paramus, N.J.

Received a short note from Walter Mayo who reported that he received his LL.B. degree from Yale June 11, 1962, and is now an attorney on the staff of the Office of the General Counsel, Federal Maritime Commission, Washington, D.C. Si Levit is out in Chicago at the Illinois Masonic Hospital and his "big day" is June 15th when he will be graduated from medical school with hopes of interning in either Philadelphia or New York City. Shep Scheinberg finished his six months active duty at Dix and has now returned to Riverhead, N.Y., to practice law with his father's firm, Scheinberg, Wolf, Lapham and DePetris. "Schines" writes that "El Goodson." And Miller passed the bar and is practicing law with John Tullman at 521 5th Ave., New York City.

Phil Jacklin has accepted a position as Assistant Professor of Psychology at San Jose State College next September.

We hear that Mike Rewa has a traveling fellowship from Stanford to England and Scotland next year.

Samuel Bailey IV '62

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Lloyd McC. Costley 317 E. Main Carlinville, Ill.

It is good to see Lee Kinsolving back on TV Monday nights in Ben Casey. Pete Thomas has accepted a position at Phoenix Country Day School next September.

Ted Riter has been appointed an alternate to the Simsbury, Conn., Zoning Board of Appeals. He is with the Connecticut Bank & Trust in Hartford.

Peter T. Kilborn 100 Bowen St. Providence 6, R.I.

William G. McKnight III 120 East 90th St. New York 28, N.Y.

Bill Polk, presently studying at Union Seminary, has been nominated for the United States basketball team for the Pan-American games of 1963.

Mark Smith writes while on his Peace Corps assignment in Brazil: "I found a rather fascinating agriculture colony near the town of Penedo which is largely administered by Germans and Swiss. I have wound up as head of the local repair shop with about 25 men or so under me. It is wonderful to live in a new culture and really know it."

On Wooster School's faculty until June is Sam Curtis. At Harvard Business School, Tom Johnson is in the top "fifth" of his class and plans to be in New York City this summer. Fred Pryor, emitted from Fort Dix after two bouts with "mono," has returned to work in a bank in Boston.

Sam Bailey was commissioned a second lieutenant in the Air Force OTS at Lackland AFB and will be reassigned to Myrtle Beach AFB, S.C., for duty as a weapons controller.

Tony Fehm plans to do graduate work in art history next fall and is presently living at 258 Bradley Street, New Haven 10, Conn.

PFC J. Sheldon Gittins has been selected for attendance at the 8th Infantry Division Noncommissioned Officer Academy.
By Robert S. Morris '16

In earlier monographs Mr. Morris, Trinity's Athletic Historian, has recorded the notable contribution of Trinity men of yesteryear as founding fathers of two of the country's first intercollegiate athletic associations—the College Union Regatta in 1858 (Alumni Magazine—May 1962) and the ICAAAA in 1876. Now Mr. Morris offers us a timely account of another Trinity "first," under the appropriate title "Ready? Serve!" which in the past was the customary exchange between opponents before any volley took place on a tennis court.

There are seemingly few who are acquainted with the momentous event that came to pass on the 17th of April, 1883, in which Trinity sponsored the founding of the Intercollegiate Lawn Tennis Association.

Lawn tennis was then a comparatively modern modification of the ancient game of court tennis which was popular with various kings of England and France in the 14th century. Westminster Hall, London, where kings have lain in state, was the battle ground of many a royal game in the days of Henry VIII. When the magnificent hammer-beam roof was being repaired following bomb damage inflicted during World War II, an aged tennis ball was found tightly wedged between two beams.

In 1873 an ardent devotee of the court game, Major Walter C. Wingfield of Nantclwyd, Wales, toyed with the thought that something akin to court tennis might be played outdoors on lawns. Therewith he introduced a new game under the name of "Sphairstrike."

Interest in this new sport spread so rapidly that in the year following its inception, it was imported to this country via Bermuda and played on the grounds of the Staten Island Cricket and Baseball Club.

Trinity men gained an early acquaintance with the game, and in 1878, with the removal of the College to its present site, a Lawn Tennis Club was formed with twelve members. These pioneers built their own turf court at the south end of the campus on which informal matches were played.

A ground swell of interest ensued. When four fraternity clubs entered the field in 1880, half of the student body were swinging rackets.

By 1882 the College was ready for intercollegiate conquests. Leading players from the five existing clubs pooled their talents under the banner of the Trinity College Lawn Tennis Association, and invaded Amherstland on October 20. Undaunted by a 2 to 1 defeat, the team squared matters later in the season with a 3 to 1 victory in Hartford.

Then, on April 17, 1883, there occurred the significant event that has inspired this dissertation. Responding to Trinity's invitation, representatives from Amherst, Brown and Yale met 'neath the elms to found the Intercollegiate Lawn Tennis Association. Trinity's F. W. Richardson '84 was honored with the presidency. Harvard joined the founders in time to compete in the first ICLTA Tournament in June. The matches were played on the grounds now occupied by the Institute of Living.

During the association's first five years two other Trinity men occupied the presidential chair: S. T. Miller '85 and G. M. Brinley '88. Brinley was a particularly skillful performer and never failed to win a first or second place in tournament play throughout his college career. At the conclusion of the first eight tournaments Trinity ranked fourth in the composite standing among the ten competing colleges, being topped only by Columbia, Harvard and Yale. Moreover, by 1893, only two colleges had won more tournament prizes than Trinity.

Unhappily, a waning interest was detected in the fall of 1896, although the team did meet and defeat Wesleyan (5 to 4) in the first match between these two traditional rivals. But, for the first time, the College failed to enter the ICLTA Tournament. Competition had perhaps become too rugged for a small college of 100 against such formidable foes as Amherst, Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, Wesleyan, Williams and Yale. Lehigh had also been an erstwhile member. Not until the fall of 1899 was interest in tennis revived when the Class of '03 entered with a wealth of talented material. Membership in the Tennis Association rose to 57, and 32 contestants competed in the Annual Fall Tournament of 1900.

Riding this wave of renewed enthusiasm, Trinity joined with Amherst, Bates, Bowdoin, Brown, Dartmouth, MIT, Tufts, Vermont and Wesleyan in the spring of 1900 to form the New England Intercollegiate Tennis Association.

The wearing of minor sport insignia was first permitted in 1909, but not until 1914 were the first varsity letters awarded when George C. (Collie) Burgwin '14 and Samuel H. Edsall '15 captured the doubles crown in the New England Tournament.

During the succeeding years scores of brilliant racket-wielders have served devastating aces and slammed killing lobs to the glory of the Blue and Gold. They, too, deserve recognition, but we are presently concerned with more ancient history and the celebration of an 85th birthday.
SPRING SPORTS QUIPS

Over the Top – pole vaulter symbolizes new heights reached by track men making Trinity history, having won eight straight outdoor dual meets since 1961, surpassing previous mark of seven accumulated by teams of 1964-05-06 and 07.

Former sculling champion and Trinity’s first full-time crew coach Ronald Johnson, Trin victory over St. Joseph’s and Fordham – collision with latter crew: “We put a T in the Schuykill.”

Prior to Trin’s 11-0 victory over George Washington University, Dave Raymond (32) and Tom Halloran (26): “The tourist guide says its 555 feet 5½ inches in height.”

New electric memorial scoreboard at Trinity Field explains its donors which might in turn explain what an insurance run is. Score shown is photographer’s imagination which also explains the 4th out.

Lacrosse Coach Chet McPhee to captain Bill Fox: “Carry a big stick but DON’T walk softly.”
Report on Fraternity Policy

The Board of Trustees, at its April meeting, received the report of its Ad Hoc Committee on Fraternities and adopted the report as a statement of College policy. The full report and its recommendations are printed here for the benefit of our readers.

This Committee was appointed by the Board of Trustees to consider the advisability of the Trustees issuing a formal statement of policy concerning provisions in charters and by-laws of fraternities at Trinity which could result in limiting undergraduate autonomy in selection of fraternity members from the student body. This action of the Board was primarily in response to a request by two undergraduate organizations – the Senate and the Interfraternity Council.

Since appointment of the committee, we have had meetings with representatives of student government, individual fraternity undergraduate groups and alumni representatives of most of the fraternities on campus. We have also corresponded or conferred with individual alumni of the College. We have reviewed action taken by some of our sister Colleges on this general subject and the reasons given therefor. We have taken into consideration historical and economic factors at Trinity which affected the development of the fraternities now on campus.

Fraternities over the years have played a vital role in the growth and success of Trinity College. In this world of rapid change, fraternities have it in their power to aid the College significantly in the education and development of its students.

The Committee, after due consideration, believes that the existence of discriminatory clauses in charters or by-laws of fraternities with chapters at Trinity gives rise to the possibility that such clauses may be evoked to deprive the members of a local chapter of their autonomy in selection of members on a basis inconsistent with the spirit of the policy established in Trinity’s charter of 1823. This charter provides in part that “the religious tenets of a person shall not be a condition of admission to any privilege of the College.”

In view of all the foregoing, the Committee recommends that the Trustees forthwith issue the following statement:

The Board of Trustees of Trinity College has received from the Interfraternity Council and the Trinity College Senate a resolution requesting that the Trustees of the College take positive action to assure local autonomy with respect to selection of members of social fraternities recognized by the College.

The Trustees believe that local undergraduate chapters of fraternities recognized by the College should have such autonomy. While the Trustees have no jurisdiction over the policies of national fraternities in their activities outside this College, the Trustees do require

THAT the undergraduate members of each fraternity chapter at Trinity College shall have the sole right to select their own members, subject only to such scholastic and disciplinary standards as the College administration may establish and, furthermore;

THAT no person shall be denied membership in any fraternity at Trinity College because of any bylaw or other regulation which prohibits such membership for reason of race, color, creed, or national origin.

If after communicating this requirement to their national groups, local chapters are refused permission to exercise such local autonomy within a reasonable time, the college authorities should be notified by the local chapters in order that appropriate action may be taken.

Respectfully submitted,
Henry S. Beers, Chairman, Lyman B. Brainerd, Walter H. Gray, Barclay Shaw
April 6, 1963
1963 ALUMNI REUNION PROGRAM

FRIDAY, JUNE 7
11:30 AM Registration Outside Jarvis
Class Headquarters Open
12:30 PM Lunch Mather Hall
2:00 PM Alumni Reading Program Seminars
Topic I Library Conference Room
Topics II & III
Library Seminar Rooms
3:30 PM Board of Fellows Meeting
Trustees Room
4:00 PM Alumni Panel Library Conference Room
Dr. Theodore D. Lockwood '48
Chairman
6:00 PM Steamed Clams and Beer Mather Hall
Buffet Dinner Mather Hall
8:00 PM Reading by Professor John Dando
Hamlin Dining Hall
Meeting of the Corporation
Trustees Room
8:30 PM Fraternity Meetings
9:00 PM Dancing – Dixieland and Modern
Music Mather Hall

SUNDAY, JUNE 9
7:30 AM Breakfast Mather Hall
8:30 AM Holy Communion The Chapel
10:00 AM Open Air Baccalaureate Service
11:30 AM Luncheon (served until 1:30)
Mather Hall
1:00 PM Carrillon Recital – William T. Bowie '65
2:00 PM 137th Commencement Exercises

SATURDAY, JUNE 8
7:30 AM Breakfast Snack Bar, Mather Hall
9:00 AM Meeting of the Corporation
(if necessary)
9:30 AM Memorial Chapel Service The Chapel
Phi Beta Kappa Meeting Senate Room
10:00 AM Coffee Hour Mather Hall
ROTC Commissioning Ceremonies
Mather Hall
10:30 AM Alumni Panel
Library Conference Room
Henry S. Beers '18, Chairman
11:45 AM Reunion Class Photographs and Formation of Alumni Parade (on walk in front of Jarvis)
12:00 Noon Alumni Parade – from Jarvis past the Bishop to the Field House
12:30 PM Alumni and Seniors Luncheon
Field House
Awarding of Medals
Annual Meeting of Alumni Association
– following luncheon in Field House
3:00 PM Tennis Exhibition
Softball 1953 vs 1958
4:00 PM Senior Class Day Exercises
Northam Towers
5:00 PM President's Reception – for Seniors,
Parents, Alumni and Friends
6:30 PM Reunion Class Dinners; Immortals;
1823 Dinner for Non-Reunion Classes

SLATE OF NOMINEES FOR THE NATIONAL ALUMNI ASSOCIATION TO BE PRESENTED AT THE ANNUAL MEETING – SATURDAY, JUNE 8, 1963

President
Senior Vice President
Vice President – Alumni Fund
Vice President – Campus Activities
Vice President – Alumni Areas
Vice President – Interviewing
Vice President – Publicity
Secretary
Treasurer

Executive Committee (one year)
Drew Q. Brinkerhoff '43
Douglas C. Lee '52
John T. Wilcox '39

Executive Committee (two years)
John L. Bonee '43
Robert J. Gillooly '54
David A. Roberts '55

Herbert R. Bland '40
Seymour E. Smith '34
Harry K. Knapp '50
Ethan F. Bassford '39
William H. Gorman '39
Gerald J. Hansen '51
Donald R. Reynolds '51
John Gunning '49
John F. Walker '29

Junior Fellows (three-year term)
Dr. Paul H. Twaddle '31
William R. Pecelle '44

Nominating Committee (three-year term)
Thomas Burgess '32
E. Laird Mortimer III '57

JAMES M. CAHILL '27, Chairman
Nominating Committee