**Muir Doubts Feasibility Of Trimester Program**

By Eugene Pogany

The trimester program proposed by the Tutorial College Program is successful during the regular academic year, a third semester would be developed by conducting it during the summer. The Tutorial College would be a separate part of the College in which students would pursue in-depth studies with individual faculty members during a semester instead of taking four or five courses.

According to the Summer Planning Committee Report, up to one thousand students and eighty faculty members might participate in the Summer Tutorial College. This would increase the size of the student body without increasing the number of students on campus at any one time. According to the report, the establishment of a trimester program would allow students to attend the College for any two of the three semesters each year.

W. Howie Muir, Director of Admissions, said he doubted if the summer program would attract the desired numbers of students within the two or three years predicted by the report. He said that students might not take full advantage of the program because of upperclassmen's difficulty adjusting to the new tutorial program and because freshmen usually do not use programs outside the traditional academic structure. It would be several years before enough interest developed in the tutorial college program conducted during the regular year so that the program could be implemented in the summer, Muir said.

John Gettier, acting Chairman of the Religion Department, said he doubted the feasibility of a summer program because students' need for summer employment and their use of the summer for vacations. Paula Sophins, Director of the Career Counseling Office, stated that employment needs for students could conceivably be met at other seasons of the year through professional-technical, or other jobs usually not available in the summer.

Three students were held up and robbed of $50 in their High Line dormitory room Saturday night in the third campus robbery in two weeks.

According to the Hartford Police report, four Black in "their teens" entered the room late Saturday night and asked for some marijuana. When the students said they had none, they were tied at gunpoint and their cash taken.

After a few minutes, the students untied themselves and called the police. According to the detective, the students were shown about 250 mug shots of known robbers but were unable to make a positive identification.

It is "very possible," the detective said, that the robbers Saturday night were the same men who committed previous thefts at the campus.

On September 21, a freshman living in Jone Hall was robbed of $30. The student was bound with towels by three "colleges"-age men, who have not yet been apprehended.

One week later two men, armed with a handgun, robbed two students in Jone East of $100. The students were bound and one student claims that the robbers struck him a glancing blow on the head. These thieves have also not been apprehended.

In Tripod interview Sunday J. Ronald Spencer, Dean of Students, said that there is serious consideration being given to installing viewing holes in all students' rooms.

In the meantime, he said, all students are urged to find out who their callers are before opening their doors.

The Selective Service System announced last week that students with priority numbers above 125 will not be drafted into the military this year. This applies to all students who were born in 1951 or before, who received lottery numbers in 1969 or 1970 and who are classified 1-A this year.

Curri Tarr, Director of the Draft, said that all students classified 1-A who are subject to the draft lottery this year will receive an induction notice in the near future.

According to Tarr, the 125 cut-off will apply to all local boards in the country. Under the new draft law adopted in September, all men with the same lottery numbers will be drafted at the same time regardless of their local boards.

Tarr also said that he has directed local and appeal boards to refer all actions on classifications, personal appearances, and appeals until new regulations containing the new draft law are made available in the summer.

Students can obtain further information about their draft status from the Trinity Draft Counselors, in the Chapel undercroft. The three counselors, who are available in the chapel undercroft, are available to answer questions from students 4 to 5 P.M.

**Musical Addition**

A 1,651 pipe organ is under construction in the College Chapel. The two-month process of voicing the organ has begun and, when completed, Clarence Watters, organist emeritus, will herald the inaugural concert. See story page 4.

**Draft Sets 125 Induction Limit**

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Vivaldi's Joy
by Jay Mandt
The Trinity College Concert Choir presented its first concert, Vivaldi's Gloria at last Sunday's vespers in the College Chapel. 'The entire Vespers service was designed to bring out the heart of Vivaldi's sense of glory. The opening Psalms 148 rang with the praise of 'the Lord, sung with a straightforward joyousness from every corner of creation, the theme for the entire program was yet: joy is simple thing, and we are joyous because of God. Vivaldi's music admirably carried this theme into the center of attention. His lighthearted instrumental preludes, stood in sharp contrast to the feeling of depth in the theme for the entire work since its sense of the nature of things is so sharp contrast to the feeling of depth in the theme for the entire work since its sense of the nature of things is so

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Cheap Tickets for Students Available for NY Theater
The Theatre Development Fund, the nonprofit organization which seeks to encourage and support the production of new American drama, has been awarded a grant of $5,000 by the State Council on the Arts. The Fund, which was originally produced in London by the Royal Shakespeare Company, is the author's first full length work since THE HOMECOMING. The production is set: joy is simple thing, and we are joyous because of God. Vivaldi's music admirably carried this theme into the center of attention. His lighthearted instrumental preludes, stood in sharp contrast to the feeling of depth in the theme for the entire work since its sense of the nature of things is so...
Outer Space Band Flies To New Musical Heights

by Matthew Moloshok

As all those who saw them two weeks ago know, The Outer Space Band is one of the College's best. Upperclassmen consider the group an important aspect of the social community, while freshman believe the band to be the most emotionally responsive and appreciative we've ever had.

The six-man band has an identifiable opportunity to coalesce this summer. They had four engagements in June, July, and August. They spent two weeks playing at various bars in Nantucket, Massachusetts, held a week of rehearsals at Adam's Ranch in Kent, Connecticut, and played six nights at Chateau Paris in Waterville, Maine.

After Waterville, the group started three weeks of work in the Red Cottage Inn of Bar Harbor, Maine. Playing six nights a week, the group increased its repertoire to some 80 songs, including four original numbers - three by Robinson and one by Osborn. After playing for three weeks at the Red Cottage, the group went to Boston to play at their manager's sister's wedding, then vacationed until school began.

In September the group played at an all-colleges mixer at Vassar, where Koehler described the group as "the most consummate engagement we've ever played. There were about 400 people inside and 1,000 outside. The audience was about the most emotionally responsive and appreciative we've ever had."

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As Koehler commented, "The Gasoline burst into flames and disintegrated in May of 1970." He attributed this to the group's desire to "check out the possibilities of doing things in different directions." At the same time, Koehler said, "Alford and I graduated."

Finally, in the fall of 1970, The Outer Space Blues Band was formed. The group changed its name this summer to The Outer Space Band because they were no longer doing blues exclusively.

Koehler said Outer Space is now concentrating on original material "under the direction of songwriter, lead-singer Dave Robinson." Koehler commented that "doing your own songs is very strong. By the time you know it well enough so that you know where every part is coming from and you can teach it to the group and offer it to an audience, it lives some of its freshness." Outer Space is composed of five musicians. Both Koehler and Robinson said that if Osborn wants to play when he gets back from his trip to Africa, there will be a place for him. In the meantime, the group continues without him.

After nearly four years of playing together, the group is quite serious. "We've decided it's going to last as long as possible. As long as the music is still there, we'll keep playing," Koehler stated.

During the past eight months of tape recording, the group has written a number of original material. "We're going to go on doing that," Robinson said. "The most consummate engagement we've ever played."
To the Editor:

The prevalent Trinity College lifestyle, which is symptomatic of a much wider phenomenon, is a manifestation of what has been quite accurately referred to as the paradox of the modern mind — nursery school ideal where there is an absence of thought, focus, goals, work and reality save the whim of the moment. The brotherhood of the herd has been established as a desirable achievement and this is combined with paradoxical and ludicrous pretensions at expressing individualism. Yet the sheep produces a glib and inarticulate exolling of emotions above reason, of a vague spirituality above matter, of an undefined “nature” above technology and science. The quest for love, anyone’s love, and any kind of love, is a search for someone to take care of them. The rides offered at this Professor’s Palisades Park are innumerable, and the price for a lifetime of free passes is simply your name and morality.

The extensive use of drugs reinforces the validity of these observations. For those who have discovered the meaningless paths of existence have no driving need to escape from awareness, to destroy their consciousness, to express individualism. Their vapid pronouncements and utterances are passed on a more humane and livable road. They cannot be translated into anything immediate or dramatic without the danger of putrefying, pseudo-intellectual vomit at- tects to the demise of individualism, reason, morality and goals. Let us remember that always knowledge and wisdom in themselves have no value. We must first be in possession of the goals from which these qualities derive their essential value or lack thereof. Thus we either reassert the validity of reasoned morality as lying at the base of society or we must retreat ourselves in a rapid decay into oblivion.

Gertrude M. Harhay ’73

The first Community Seminar Series lecture will be delivered Thursday, October 14 at 4:15 p.m. in the Wean Lounge. Professor Drew A. Hyland will lecture on “The Origins of Philosophy.” Coffee and discussion will follow the lecture.

G L P

Anyone interested in establishing an extra-curricular pottery studio on campus please contact Rick Corton, 278-4396, Box 51, Wheaton 113.

Boy Lib

Gay Liberation will meet Thursday at 8 p.m. in the Chapel Undercroft. ALL WELCOME!

The “Sri Chinmoy Meditation Group meets every Wednesday, 8:30-10:30 p.m. in room 132, in the Life Science.

The prevalence of the myth of “success” is a matter of great importance to us as individuals, and as a community. It is the weak without power over them- selves, without self-discipline who detest the existence have no driving need to escape from awareness, to destroy their con- straints of style and order. Such people are an escape from oneself. Anything rather than having to face that ever-present enemy of individualists: reality. Ex-pats Madison Avenue verbiage - the euphemisms such as “new morality,” “dramatic new life style,” “Age of Aquarius” - and what you have is an orgy of individual self-indulgence, a new morality and rationally bankrupt collection. To lose oneself in a “greater whole” is the expression of the desire to entertain the Illusion of unmerited personal significance.

It is the weak.”

It is incumbent upon us to participate. It is a matter of great importance to us as individuals, and as a community.

First, we should participate because the moratorium is there. We should participate because it is an opportunity to express any deviation from it will be seen as a disillu- sion to the leaders who foists this ahem movement upon us and to all those who have remained committed after May. Please be reminded that there is an election up- coming, that ourrafted to take in- the responsibility of the various managers of the different parties will be watching. Please be reminded that the explicit goals and the various managers of the different parties will be watching. Please be reminded that the explicit goals and that we are the ones who manage that is expected of us and any action that we take in the pursuit of our goals. It cannot create something that is im- possible — a successful moratorium, one that people feel is meaningful and any action that we take in the pursuit of our goals. It cannot create something that is im- possible — a successful moratorium, one that people feel is meaningful and any action that we take in the pursuit of our goals.

We should participate because if we do not we will not be doing anything. We will not be doing things that are necessary either, people feel is meaningful and any action that we take in the pursuit of our goals.

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Four Perspectives on Tenure

Academic Freedom by Rex C. Neaverson

There isn’t much new, much less exciting about the connection between academic freedom and academic tenure in the U.S.A. But at the present time when colleges and universities are once again in disfavor with considerable sections of the public and at the same time experiencing serious financial problems and rather rapid change, a review of the reasoning is appropriate.

Colleges and universities in the U.S.A. were usually founded not by faculty members or by students, as they often were in Europe but, instead, by churches and later by legislatures. They were founded to train people for the ministry or to educate the sons of gentry. Hence the institution was founded first, and secondly a faculty hired to fill the positions. It was often the function to teach some body of established religious truth or dominant social values, to some extent of a political nature. Only in the nineteenth century did the notion gradually develop that faculty should conduct their researches wherever they might lead and present their conclusions for the consideration of their students regardless of other truths. In the main the notion was established that the position of faculty member was comparable to that of employee-employer relationship. This was subtly different from the best tradition in Europe and in the U.S.A. It was widely prevalent. The situation was both worse and more obvious in grade schools and high schools, the essential similarity being the lack of autonomy and often respect accorded the teacher at any level. The organizational form of American colleges reflects this history. Authority or legal ownership is commonly given to a lay board of trustees usually representative of established social forces. The boards tended to think of the status of a teacher as being like that of any other employee. They had and often still have life tenure, with no provision for removal on grounds of incompetence, moral turpitude or for other cause, unlike tenured professors. Where colleges or universities were established by State law and trustees, usually called Regents, were appointed by legislature or by executive authority, or even elected, the possibility of political interference was greatly enhanced.

Given the nature of a university it was to be expected that pressures from outside would appear. At first there were pressures for religious conformity. Later faculty members were dismissed because of their views about economics or politics. State institutions which usually were more vulnerable to pressures had the most to fear. In recent years pressures to be rid of non-conforming faculty have greatly increased partly because of the spread of community colleges where older traditions often were not transferred. By 1915 the number and severity of infringement on academic freedom were of sufficient concern to faculty at the more prestigious institutions which usually were more secure than lower institutions, and generally academically more secure institutions to cause some of them to create the American Association of University Professors.

Academic Freedom and Tenure was the name given to Committee A of the AAUP; in 1915 and today the most important and busiest of all the AAUP Committees. There is no doubt in the minds of most members of the association about the strong connection between academic freedom and tenure. Briefly, academic freedom means about what Professor Machlup says it means:

With regard to some occupations, it is evidently in the interest of society for men concerned to speak their minds without fear of retribution... The occupational work of the vast majority of people is largely independent of their thought and speech. The Professor’s work consists of his thought and speech. The function of teaching at advanced institutions is to develop in students critical judgment, responsibility and imagination, no matter where the argument proceeds. Academic freedom is at least as necessary to students as it is to faculty.

First without some system of tenure it would be all too easy for administration to succumb to outside pressures to be rid of some faculty member deemed undesirable. The substantial number of cases of improper dismissal of untenured professors currently under investigation by the AAUP is evidence of that.

Tenure should not be considered as a form of job security. Tenured people may be dismissed for proper cause of a definite procedure. Proper cause could be proven incompetency, extreme financial exigency, redundancy (for instance, if a department were discontinued and it were not possible effectively to transfer personnel to other areas) or what is quaintly called “moral turpitude.” Further, intellectual dishonesty, in any significant form, could be...

(Continued on next page)
adequate grounds for dismissal. The essential thing is that the decision about a colleague should be made by the guidance of definite procedures established by the AAUP and at least in rough conformity with them.

College and university teaching is a profession. Like law and medicine, it requires a long period of training, and a dedication that perhaps goes beyond that of many occupations. By dedication I mean merely that the satisfactions of teaching and research are a large part of the reward unlike most people who work for a living and live for something else. The work of an effective professor is not routine work unless it be said that the routine of teaching is learning. Generally a professor, as a teacher, should not give the same lecture or conduct the same class more than once a year and perhaps not that. Work that "depends upon the drives of enthusiasm and imagination" requires a suitable environment. There needs to be a sense of belonging to an institution, or being a part of it. The professor is urged to "get involved," and usually he wants to be intellectually involved and takes pleasure in that, often with serenity rather than excitement. But unlike medicine and law, a teacher in most fields needs to be attached to an institution without an institution he is effectively removed from a profession in a manner that has little counterpart in other professions. Furthermore, though at one time professors were paid directly by the students and presumably by results they now receive salaries. They are not likely to have an independent practice and their compensation is apt to be very much less than their colleagues in other professions although this is less important than one might suppose.

Tenure should not be considered as job security.

The faculty believes and is asked to believe that it is central to the institution even to the point almost of being the institution itself. The faculty insists that at the very least it should have the chief voice in the determination of the curriculum and related matters. And it takes a sense of reality being a part of the institution to perform such tasks with the long view in mind, and a detachment from immediate pressures.

These are matters of interest to people outside the immediate college community. Our affairs are more and more meshed in the community. Colleges and universities are increasingly dependent on outside resources for their existence: public appropriations, private gifts, alumni solicitations, increases in tuition, tax exemptions for example. All increase the excitement, and the pressures from outside.

The position at Trinity is very favorable to academic freedom and we are very fortunate that this is so. There are many places where this is not so. The strong often have to protect the weak. It was Ivy League faculties for the most part, and their close relatives who founded the AAUP and established a firm tradition of academic freedom. That freedom is again being attacked. An important part of the defense, although by no means the whole, is tenure. To repeat - tenure should not be considered as job security. The security of tenure of judges is not commonly thought of in that way and much of the reasoning behind judicial tenure is applicable to faculty tenure. Modification of institutions there must be, but as to the principle, if the probationary period has been a thorough one and tenure granted after full and deliberate consideration, then flexibility should be no grave problem and the state of the market irrelevant.

The Wizard of Oz

Imagine the sense of disappointment whenever Dorothy, little Dorothy from Kansas, as her dog Todo pulled back the wizard's curtain to reveal not a grand and magnificent creature worthy of all that paraphernalia of fright, but instead a little old professorial-type somehow inconsistent with the smoke, the shout, and the vestaments of power. A Trinity student reading about tenure and academic freedom may experience the same disenchantment as Dorothy from Kansas. What, after all, does the talk of academic freedom and controversial ideas have to do with this campus? Since when does our Faculty espouse new theories, delve into the great depths of the scientific unknown, or publish anything of significant consequence in the field. The real tragedy of the present tenure system, it seems to me, is that we have nothing substantial to protect. By offering job security we are guarding no accomplished wizard in the guise of our Faculty, no distinguished corporate being worthy of our academic paraphernalia. The institution is getting little in return for its investment-though, ultimately, the problem may lie more with the institution than the Faculty.

One problem with tenure - and few would argue that the present state of affairs is not problematic - is that those who are writing and talking about it seem to offer us little hope. One such tactic is for certain pedants to inform student critics that they fail to comprehend the complexities of the problem - hence inaction. More common is the "inviolability of academic freedom" argument, which draws its parallels to tenure from the Bill of Rights. That approach, too, is used to close discussions, though, to my mind, that is where the debate really begins. For at that point the question rightly becomes, "How can we use the present tenure system to the best benefit of the college?"

Academic freedom is certainly worthy of protection in an absolute sense, and job security is one rather effective way of offering it. In a thriving institution, academic freedom is only a part of quality scholarship. Nor are we living in that enlightened age in which threats to such freedom are but figments of the paranoid imagination. The recent George Kennan-Stone affair, point out afresh that we have not escaped academic prejudice. Students are as enlightened and uninformed a group as any, including the trustees, who would certainly pose threats if we gave them a chance.

Mr. Pearlstein is a precocious junior who does not hold tenure, and who does not intend to.

(Continued on next page)
By offering job security, we are guarding no accomplished wizard in the guise of our Faculty, no distinguished corporate being worthy of our academic paraphernalia.

…”
When I returned to Trinity this Sep-
tember, I was spending part of the summer writing and preparing my question for the Fall Term high in the Rocky Mountains of Colorado (quite a change by snow- 
flurries at midday or frozen by a blanket of 
snow at night), I found a campus changed 
hardly at all. The buildings remained the 
lush fertility of the campus remained 
but the humidity of the Connecticut climate and 
and the even more basic question of how we 
and will this year be up for tenure. Presently his 
the beginning of the term, the 
the Liberal Arts College 
Hugh Ogden
We have become altogether too judgemental and not sufficiently developmental.

upon that particular union in one man or a knowledge of a discipline and his unique and sometimes very disturbing articulation of that experience as a social man. Academic freedom is important. But it is only one of the criteria which can be used to establish procedures and policy at a college like Trinity and, in fact, I wonder if it is the final criterion. One can have all the academic freedom in the world and not have an educational institution. What is at least equally important is the way in which the college creates an educational atmosphere and the importance it places upon the nature of the teacher as teacher in relation to his students. This is truly what discussion of tenure is all about, and why I want to close this short essay by offering my thoughts on the matter, realizing very clearly that other people at Trinity have different views and, indeed, that such differences are the ground upon which we search for a more accurate and true awareness.

What are some of the criteria we use when we speak of good teaching? It seems obvious to me (almost too obvious to be stated) that a good teacher is a man who knows his discipline, or what might be called his subject matter. And he brings to his professional life an energy and devotion that is not only accurate and true awareness.

We have become altogether too judgemental and not sufficiently developmental. That we have been asked to do more teaching, more committee work, and more independent research and publication so that they may qualify as "scholars." For I welcome almost all such challenges. I feel that my abilities are being honed to a new tension and sharpness. The problem is not directly this. It is rather that the teacher who bears the burden of Trinity's changing stance (younger faculty) are under a more severe system of judgment than existed previously. These teachers have been asked to do more in the way of experimental research (a system that decides upon promotion and reappointment has not responded in kind, but has rather hardened and solidified, partly, of course, because of financial pressures and the state of the job market but even more, I believe, because basic assumptions have not been challenged). I believe, in fact, that we have become altogether too judgemental and not sufficiently developmental to a point in which it is also relevant to the evaluation systems applied to students and especially those students we are accepting from different cultural backgrounds than the established norm. I would suggest that with regard to Faculty, the development might be stressed if the college were to offer natalitarian leaves on a more flexible basis, on a schedule adapted to the rhythm of a person's creativity. I'd also suggest that a faculty counselor be hired to counsel faculty on teaching problems or other situations which bear upon their effectiveness in the classroom and in a longer essay, I could offer many more suggestions. Judgments, of course, cannot be avoided. Indeed they are part and parcel of our academic life.

But, as Professor Robert Helbling has said, the conversion of the judgemental into a somewhat inquisitorial system may proceed a long way before it is detected. We have, in very many respects, lost sight of some of the final aims of a "liberal education," the humane concern for a man as a growing, developing, learning organism and we have glued over the fact that the aquisition of knowledge at a liberal arts college is not an abstract aim in itself but rather a means to an end. The acquisition of knowledge, the development of creativity in the arts, and the understanding and practice of a discipline in point to the lives we now lead and will soon come into, and to our part in the future of the world. To say it simply, we have lost sight of the man and his humility and the way in which our educational system has failed to be educational and academic, what is and what is not. And it is not because the system has failed in the right way but because we have not had the humility to know what is and what is not, and to have the wisdom to know how to employ both.

Glen Leggett, the president of Grinnell College, has presented the idea in another way and in a slightly different context. He describes what good teaching is by saying, "I believe that the role of the teacher is to present knowledge to the students and to encourage them to learn."

Knowledge that is not presented to the students in a way that is relevant to their lives is not knowledge that is worth learning. The teacher is responsible for making sure that the knowledge he presents is relevant and meaningful to the students. This means that the teacher must be familiar with the disciplines he teaches and must be able to communicate the knowledge in a way that is accessible to the students. The teacher must also be able to create a learning environment that is conducive to learning. This means that the teacher must be able to build a rapport with the students and create a supportive classroom atmosphere.

The teacher must also be able to assess the students' understanding of the knowledge he presents. This means that the teacher must be able to use a variety of teaching methods, such as lectures, discussions, and group work, to ensure that the students are learning. The teacher must also be able to provide feedback to the students on their progress.

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Con't

The key words in this quotation are the "ability to reflect all these characteristics to his students," a difficult task indeed but one which is central to the educational process. I would develop what President Leggett says by adding that a teacher must be able to carry into a college community a sense of devotion and his own ability to grow and change in the surrounding flux of human experience; and yet to stand, even if momentarily, with an expanding imagination and a reflective intellect, against the tide of human history with its ever-unfolding story of injustice and cruelty. A good teacher is a man who brings the fire of his mind and heart to the daily routine of work and play, casting the glow which emanates from his own discipline upon the lives of others who in their turn do likewise. In the simplest and most mundane terms, a teacher is, as Whitehead suggested, an ignorant man who thinks and imagines.

But of course it is not a singular effort. A college is a community of such men and women, students as well as professors, and sometimes even administrators. And behind them rests the traditions symbolized by sidewalks, land and buildings. Our political structures, the mechanisms by which we operate, must reflect the organic, spontaneous quality of the lives we are all searching for, and sometimes simplify. The college is not simply a community of scholars, though in part it is that. We share experiences other than the purely intellectual, if indeed there is such a beast. And the success of Trinity and whether we can solve the problems inherent in systems such as tenure, depend upon our final values and the willingness, intellectual acumen, and sense of reality with which we pursue our goals. I suspect that our success cannot be measured by whether the college produces great men, for that seldom happens. The college rather has to be concerned with implanting in ordinary men, which most of us are, a sense of the value of the reflective intellect, "a capsule," in the words of Christopher Morley some years ago, "of liberal dreams, a tenderness for problems of the spirit and conscience, a loosening of the imagination and an eagerness to contradict the crudities and stupidities of their age." All of us are together in this task. Trinity has now, and has had, the potential and some of these institutional conditions (and the college as an institution is finally a group of people who come freely together to realize their dreams, not a monolithic structure whose needs supersede those of the individual). Trinity has some, and must find more of the qualities, which can stir the imagination, the greatest gift save one we can give each other. A real college in its men and women, its buildings, its trees, its grass, land and football fields has a richness and a stability rooted in the past, in the intellectual and imaginative lives that others have led. That organic sense of growth is what we must create. And the place which has it, the college and the life we ought all to look to, carries with it a beauty of its own. Any building, any plot of ground - any city, any country any college where men have lived lives of singular devotion and charity - takes upon itself something of the honor and glow which passes from the lives of those who live there. Such is what we should be in the business of creating.

The college is not simply a community of scholars, though in part it is that.

The tenure system of college and university faculty employment in its present, well-defined form dates only from the late nineteen thirties. Nevertheless, the word tenure itself (and some of the concepts associated with it) has feudal overtones. The definitive statement which has shaped, associated with it) has feudal overtones. The definitive statement which has shaped, the tenure system of college and university faculty employment in its present, well-defined form dates only from the late nineteen thirties. Nevertheless, the word tenure itself (and some of the concepts associated with it) has feudal overtones. The definitive statement which has shaped, associated with it) has feudal overtones. The definitive statement which has shaped, and informed the particular tenure policies present, well-defined form dates only from the late nineteen thirties. Nevertheless, the word tenure itself (and some of the concepts associated with it) has feudal overtones. The definitive statement which has shaped, associated with it) has feudal overtones. The definitive statement which has shaped, and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies the AAUP (American Association of University Professors) and the A AC and informed the particular tenure policies

The Job Market

The award of tenure represents a commitment on the part of the College to protect the individual faculty member from dismissal under the conditions specified in a Statement of Policy dated September, 1969. Recommendation for an award of tenure is initiated by the department chairman in consultation with the Dean of the Faculty. In addition to the department evaluation, which the Faculty Committee suggests should include consultation between the department chairman and other tenured faculty in the department, the Committee may call upon other senior members of the faculty to participate in the recommendation.

In making a final judgment on awarding tenure, the Faculty Committee considers: (a) the number of members already on tenure within the department; (b) the total number of faculty on tenure so as to avoid having more than approximately two-thirds of the faculty on indefinite appointment; and (c) the degree of enthusiasm in the evaluation of the individual recommended for tenure. The Faculty Committee must be persuaded of the long-range contribution of the individual concerned or else it must refuse tenure when doubt exists, especially if the number recommended for tenure exceeds the number which the College feels it may reasonably ask to join the permanent Trinity Faculty.

The remarkable length or probationary, un-tenured appointment is limited to seven years of full-time faculty service. A faculty member may be, in exceptional circumstances, granted tenure after less than seven years' service but may not be retained beyond seven years unless tenure is granted.

And so I come back to my coming back this fall to the climate at Trinity College in Hartford, Connecticut, to a college which has changed and has not changed. My hope then, as it is now, was that we might find ways to make our experiences in education more humane and human, that we might give more emphasis to learning among all elements of the community, and that I might, as one man, be left in awe and wonder that snow can fall in summer, that we can as a small college see the human in the midst of an age of violence and despair.

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(Continued on next page)

by Edwin P. Nye
Any educational institution which might seek to abandon tenure would find itself rather severely penalized as it sought to retain its superior faculty.

The primary justification of the tenure system is held to be that of providing insulation from reprisal to scholars who, in their search for and dissemination of truth, are unpopular. Thus, tenure is held to exist as an unavoidable concomitant of the protection of academic freedom.

For some institutions this added cost could be prohibitive. Naturally, if all institutions, armed together and agreed unanimously to end the system of academic tenure, the system itself requires them to be seen as advantageous to individual faculty members alike. On the one hand, it is undeniable that the tenure system does at times saddles an institution with faculty personnel whose enthusiasm must of necessity offer something in the bargain in for increased compensation in lieu of job security exists, but they maintain that it exists as an unavoidable concomitant of academic freedom and not as an objective in itself. Others say that the teaching profession requires a measure of job security in order to afford the opportunity to counterpoint to long-term projects and scholarly labors which are essential to the well-being of the colleges and society itself. Since such scholars labors seldom yield immediate or near-term results, assurance of continued appointment is necessary to render such undertakings attractive.

In any event tenure clearly cuts two ways for the supply of tenured positions. Academic positions are in short supply, and to many persons job security even to reduce the size of teaching faculties. Academic positions are in short supply, and to many persons job security seems as a larger consideration than the protection of academic freedom. Institutions are seeking ways to trim institutional costs and/or restore vigor to their teaching faculties. They might be expected to look with favor upon any workable method of pruning older, higher-salaried but less productive faculty members from their ranks. Still the existing tenure system effectively thwarts any but the most extreme of such efforts.

Although those faculty members who already have been granted tenure may rejoice for the job security which it confers upon them, younger, non-tenured faculty generally face today a rather bleak professional future. As a direct consequence of the operation of the present tenure system, they must perform so well that the College is forced to grant them one of the few available tenured positions. Otherwise, the system itself requires them to terminate. While it is difficult to define the “safe” upper limit in percentage of a college’s faculty on academic tenure, it is generally agreed that 45 to 70% is a dangerously high level. This is so because a college must reserve a certain number of untenured positions if it is to respond to new educational opportunities or to be able to contract its faculty size in the face of adverse circumstances. The higher the percentage of tenured faculty raises the more difficult it becomes for each additional younger faculty member to gain tenure. For despite the fact that he may be indisputably a better scholar and a better teacher than some other faculty member who already holds tenure the College cannot replace the one with the other. This clearly represents a most difficult situation, potentially inimical to the best interests of higher education.

One suggestion which is made is that a moratorium be declared on the seven year maximum pre-tenured period. This clearly represents a most difficult situation, potentially inimical to the best interests of higher education.

Attention was given to matters of faculty tenure beyond that of invoking its existence as an added inducement in faculty recruitment.

Today the situation is largely reversed. Institutional growth has ceased or is occurring at slower rates. Financial constraints are forcing many colleges to freeze or even to reduce the size of teaching faculties. Academic positions are in short supply, and to many persons job security seems as a larger consideration than the protection of academic freedom. Institutions are seeking ways to trim institutional costs and/or restore vigor to their teaching faculties. They might be expected to look with favor upon any workable method of pruning older, higher-salaried but less productive faculty members from their ranks. Still the existing tenure system effectively thwarts any but the most extreme of such efforts.

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who are now "under the gun", it is vigorously opposed by faculty professional organizations such as AAUP and teacher unions since it would constitute erosion of the tenure system. Colleges administrations also are reluctant to embrace this proposal. They are fearful that faculty personnel retained beyond seven years without a formal tenure decision could subsequently be found to have acquired de facto tenure despite any attempt to negotiate a legal waiver. Another approach would be to devise effective safeguards for academic freedom which allowed reasonable employment protection but did not guarantee job security. Efforts toward this end have not made much progress thus far, chiefly because of a mutual lack of trust. A reluctance on the part of faculty to relinquish the effective security of the present system in exchange for a new system which affords greater equity of opportunity at the expense of certain economic privileges is understandable. Understandable, but disappointing. Disappointing in that is precisely parallels trade union response.

So here we are, struggling to find a way to allow the medieval concept of tenure to co-exist with present day beliefs in inviolable rights to equality of opportunity. The inequity which exists in access to faculty teaching positions is structurally imbedded in an archaic system. There is little that institutions of higher education can do to relieve the situation without cooperation of the teaching profession as a whole. Perhaps the nature of the issues will now be recognized clearly enough so that earnest efforts to reform the system can be undertaken with some hope of success.
Lee Prepares Questionnaires For Students

by Brooke Ferris

Randolph M. Lee, assistant college counselor and assistant professor of psychology, is preparing three surveys on social and academic life at the College to be presented to students and faculty in early November and mid-February.

The object of the surveys, according to Lee, is to provide "an accurate and comprehensive picture of student, faculty, and administrative life, interpersonal relationships, and a broad base of data about the College as a community."

In a taped interview Sunday Lee explained that the part of the surveys embodies another survey he wrote in conjunction with his Ph.D. dissertation. Lee said he has no specific plans for writing up the results of the questionnaires beyond a brief summary. He did say, however, that it was "possible" he might publish an article on the results. Lee, who has been preparing the surveys since March, said the results would be collected by computers. He hopes that the survey, which should take "slightly over an hour" to complete, will be returned to him within five days.

This is the first serious study of the College as a community since 1966, when George C. Higgins, College counselor, compiled a survey on student life.

According to Lee, the results of the surveys could enable the College to promote more of a community atmosphere, which at present is not as great as possible. Lee said that the College is giving more attention to such assumptions about student life. The survey, he said, will "give a better picture of what each of us is trying to tell the other."

The student surveys on social life are divided into ten sections, including: Personal Data, College Residential Life, Daily Life and Interpersonal Relations, Administrative Life, Interpersonal Relationships, The Effects of Co-education at Trinity, and Religious Education.

Another survey, concerning academics, will be given to students in early February. A survey covering both academics and personal relationships, will also be distributed in February.

Candidate

Mr. The Diller Foundation disbursements to the Hartford, Mr. Jacques, will meet with interested students, faculty, and staff on Tuesday, October 12, at 8:00 p.m. in McCook Hall. Diller will discuss informally his policies on the possibility of considering Hartford today and will answer questions from the audience.

Tuesday, October 12, 1971

TRINITY TRIPOD

Alternate Degrees

by Steve Pearlstein

The purpose of the college is to provide a first-rate liberal arts education. Through rigorous thought and evaluation, done hopefully with a sense of academic meaningfulness. What does THAT mean?

As any philosophy conjured up for the educational process, the one I just made up means nothing if applied to a group of 1500 students and 130 Faculty. What it cries for in its ambiguity is personal and departmental interpretation which will provide, in turn, the seed for a continuing process of intellectual activities. Inappropriate yardsticks; yet generally sensitive, hardworking, and personal reasons, the last of which is to be college-side, nor should they proclaim why we are here and how we can best organize ourselves to use our resources to foster a sense of collegiate inferiority. The first is one of advising, for it offers enough guidance to meet the needs of the College, and which will draw the best from what we can do. What does THAT mean? Hopefully with a sense of academic meaningfulness. What does THAT mean?

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The Buyer's Action Center and the National Independent

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A's Failures Both Increase Over Decade

"The quality of work has, on the whole, improved" at Trinity over the past decade, according to Dean of Faculty Edwin Nye. Nye cited the rise in average grade level and rate of failure over the past decade. Nye said, "this would seem to indicate that standards are being enforced while average quality of academic work is increasing."

The percentage of A's received last year was 21.6% of the total grades in comparison to a 1959-60 figure of 11.9%. The level of B's has also risen from 35.2% in 1959-60 to 41.4% in 1970-71. Over the same period, failures rose from 3.8% to 5.8%. Figures on the distribution of grades in different subject areas and departments were released by the registrar's office.

In four subject areas, last Trinity term, over 50% of the students received A's. These were in Italian, Education, German, and Greek. In these areas, Art History, Religion, and Linguistics, under 15% of all grades received were A's. Variations in grade distributions between major areas of study: Social Science, Natural Science, and Humanities, was less than those between subject areas.

New Organ Soon To Be Completed

A 4,651 pipe organ is being constructed in the College Chapel and will be completed in time for the Lessons and Carols service in December.

A three-month strike by metal workers this summer delayed the process of constructing the duct work. This process is now being completed, and voicing the pipes, the next step, will begin at the end of next week, according to Dean of Faculty Edwin Nye. Over the same period, failures rose from 3.8% to 5.8%. Figures on the distribution of grades in different subject areas and departments were released by the registrar's office.

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TRINITY TRIPOD
Tuesday, October 12, 1971

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JOCK's League

Union Defeats Trinity Harriers

The Trinity harriers fell to Union 59-9 Saturday afternoon. The Tories will have a chance to erase the loss at home against much stronger opposition. The harriers have two home games this week. One against Middlebury and the other against Colby. Middlebury is the perennial Connecticut cross-country power. The Tigers should pop the Middlebury hedge again.

Standing:

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<th>Team</th>
<th>Overall</th>
<th>Jocks</th>
<th>PSU</th>
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Lowest Youth Fares to Europe $165

Well, this week all you football fans are in for a treat because there's a lot of good football, but what little there is of it, Graczy and McGee are picking. Yes, there certainly are some big games on tap for this week's card.

As speaking of on tap - The annual Beer Bowl - Utah-Colorado State. Utah, not all the games are big ones. Least of all this one. For this week, all you football fans are in for a treat because there's a lot of good football, but what little there is of it, Graczy and McGee are picking. Yes, there certainly are some big games on tap for this week's card.

In an Ivy-League contest, the running attack of Cornell should be no match for the Harvard passing game. Cornell is led by a Heisman Trophy candidate in Ed Martna, and he should make a score of the Harvard passing game. Cornell - Harvard 22-21.

In a battle in the south, LSU takes on Kentucky. The Tigers should pop the Kentucky Wildcats, in a prime game of the season. LSU-Kentucky 0-15.

Army-Fargo. Army, who says anything bad about either team gets drafted, so - Army 20, Fargo 17.

Michigan plays Illinois this week, in another attempt to pull the Wolverines over the edge. Someone ought to be able to beat Michigan, whereas everybody is able to beat Illinois. Michigan 22-18.

Now for the real biggies. Arizona-Kansas. Any team that's able to beat Texas can't be all bad, as Oklahomas proved last week. On the other hand, nobody's been able to stop Colorado. When two teams like this meet, though, you can throw the record book out right away. You bet, Oklahoma can't lose this one, which usually is this kiss of death, but I'll sooner pick them than be baffled into picking Colorado, Oklahoma, by 7.

Bantams (from P. 8)

sophomore defense end George Lincoln tangled Baron in the end zone for a safety.

Once the second half began, R.P.I. was the team which dominated play as the potting passing attack of Baron to Giontono began to take shape. Trinity, on the other hand, which had scored up 12 first downs and 181 total yards during the first half, simply could not move the ball or else were hurt by their own mistakes.

Trinity started a drive in the middle of the third period which was stopped by the ever-alert Giontono, who recovered a Bantam fumble. Starting from their own 48, R.P.I. marched all the way to Trinity's one yard where Tom Eckardt scored on a six yard touchdown. The extra point attempt was good and Trinity now led 16-7.

Following the kickoff, Trinity could not mount on own and on the first play from scrimmage Baron hit Kontson, who was all alone, with a pass to R.P.I.'s 10 yard line. Once again, Giontono came with a strong defensive play on the punt. Later in the period, R.P.I. went on a long drive which left them with a third and four situation on Trinity's 8 yard line. Baron once again went to the air, this time looking for tight end Tom Taylor, but Hammond made a great diving interception at the five yard line to halt that march. Two plays later, however, Trinity lost a fumble thus setting the stage for Eckardt's run and Trinity's rally.

Outstanding in this game for Trinity were Perkins, Coith and Wenzel. Perkins 15 yard punt return and great defensive play certainly played a large part in the Bantams' victory. Coity, replacing the injured Bob Coith, carried the ball 20 times for a total of 100 yards, with 74 of those yards coming in the second half. Wenzel, who did a very creditable job of leading the Trinity offense in his first start, finished the game with 6 completions in 21 attempts for 106 yards.

Scottsboro-Batesville, another close one. Bantams • • •

Tommy C" the Punt-Punter game for gay blades. Also, a game I haven't picked correctly in about ten years. Doubting that they do, they will have to rely on something else to help them win this one. This game is played under special rules which state that if the game is tied after regulation time, the teams line up on a coin toss and the team which wins the toss has the option of choosing heads or tails. Donetsk doesn't look for this aspect of the action to be carried on T.V. Tennessee-Georgia. The Vols look to have this one wrapped up, which may in-
What's Cook-ing?

Tight end Whitney Cook tries to make the grab on a Saul Wiezenthal pass. However, interference was called on St. Gianna (24) after Cook dropped the ball. This play helped the Bantams to score their first TD in their win over R.P.I.

Frost Bomb Union 50-0

The Baby Bantams combined a devastating offense with a rock ribbed defense to mash a Union Freshmen 50-0 on Friday. The offense was sparked by a pair of powerful running backs, Jim Balk and Dan Kevin, who along with quarterback Hal Gray rolled up an amazing total of 225 yards in total offense. On the first series of plays, Gray, mixing his plays well, brought the Bants 79 yards in 11 plays to pay dirt. With Balk and Kevin running through the gaping holes opened by the Bantams' line, Gray found himself outside four of the first five times they had the ball. It was not all offense, however. Trinity's down linemen and linebackers consistently harassed R.P.I. Attacking outside, their defense looked like a study of futility. Judging from Friday's game, Coach Chat Stophe and assistant coach Ed Miller have molded the frost into an exceptional ball club. The frost will get a real test this Friday when they journey to Springfield College to do battle with the Chiefs.

Hockey Action

Trish Kiewetter (left, bending over) is seen here in action from Friday's field hockey game in which the girls danced its first 1:4. She had all the goals for the Bantams. At far left is Ronnie Alexander. The Cards take on Yale October 13th in New Haven.

Another Exciting Contest

Bantams Edge R.P.I., 23-19

The Baby Bantams combined a devastating offense with a rock ribbed defense to mash a Union Freshmen 50-0 on Friday. The offense was sparked by a pair of powerful running backs, Jim Balk and Dan Kevin, who along with quarterback Hal Gray rolled up an amazing total of 225 yards in total offense. On the first series of plays, Gray, mixing his plays well, brought the Bants 79 yards in 11 plays to pay dirt. With Balk and Kevin running through the gaping holes opened by the Bantams' line, Gray found himself outside four of the first five times they had the ball. It was not all offense, however. Trinity's down linemen and linebackers consistently harassed R.P.I. Attacking outside, their defense looked like a study of futility. Judging from Friday's game, Coach Chat Stophe and assistant coach Ed Miller have molded the frost into an exceptional ball club. The frost will get a real test this Friday when they journey to Springfield College to do battle with the Chiefs.

Hockey Action

Trish Kiewetter (left, bending over) is seen here in action from Friday's field hockey game in which the girls danced its first 1:4. She had all the goals for the Bantams. At far left is Ronnie Alexander. The Cards take on Yale October 13th in New Haven.