Mitchel N. Pappas Dies; Was Arts Professor

Mitchel N. Pappas, associate professor of Fine Arts from 1961 and later a member of the faculty, died of a heart attack at his home in West Hartford. He was 65.

Originally from Hartford, Pappas came to Trinity in 1947 as a part-time instructor and later became a full-time member of the Fine Arts faculty. He conducted a service of Pappas at the Chapel at 11 a.m. Alan C. Tull, chaplain, conducted a service of psalms and blessings. Edwin P. Nye, dean of the faculty, read from the New Testament. Rites were held at St. George Church on Saturday afternoon following two funeral services, one at the College Chapel. At the service, George Athanson, mayor of Hartford, delivered a memorial service. Athanson was the only friend of Pappas. Mitchel N. Pappas Scholarship Fund, founded by Robert Groutaguit, assistant professor of music, at the newly-installed organ. The half-hour service ended with "The Battle Hymn of the Republic," sung by the congregation.

There was no eulogy.

After the service, Pappas was buried in the Fairview Cemetery in West Hartford, according to the Greek Orthodox rites.

Pappas was born for Pappas Saturday and Sunday night at the Guilliano-Sagarino Funeral Home, 598 Newfield Street in Hartford. Following the Greek Orthodox tradition the body was viewed for two days at the home.

A Greek Orthodox service was held early last morning before the service at the College Chapel. Pappas was wearing a black robe, St. Anthony, mayor of Hartford, delivered a ten-minute eulogy. St. Anthony was a personal friend of Pappas. Although this was the only speaker at the funeral. Approximately 500 people attended the service, about one third from Trinity.

Addressing to Thomas A. Smith, vice president of the College, a memorial fund has been established, named after the late Pappas, Mitchel N. Pappas Scholarship Fund in the Arts, was suggested by Mrs. Pappas.

Roles, Stereotypes Seen By Women

By Paula Pacey

Furthermore, many women feel that men and women deal with each other in terms of traditional male-female stereotypes in both social and educational situations.

SEXES DIVIDED

The situation is easily defined, but the solution is not so obvious. The problem lies much deeper than the superficial appearances depicted. It may be traced back to underlying social and psychological attitudes which are "for" in Trinity students long before they ever come here.

The situation is totally lacking as far as making us better women, as opposed to better mothers.

The sexes are separated from childhood on and are won for the more traditional doctrine that boys and girls have separate roles to play with their traditional toys trucks and guns. The sexual role becomes the object of social approval and rejection. As boys grow, they reach higher educational levels and begin to consider "careers" and "future." It is summarised the Terrie Rabin, "It is not taught by situation by saying, "It is not taught that men and women are very much divided around here. The boys hang around with the boys, and the girls go around with other girls, just like in high school. Then you have (either) the men don't want you here, or they won't let you in place.

The classroom scene, a difficult situation for women to attempt to control, since it is most often the professor and the majority of students are men, reveals striking instances of chauvinism.

A junior exchange said, "I'm taking a religion class with three women in it. About halfway through the semester we had a discussion about what was wrong with the class. We said that we felt people weren't paying attention to us, not because of what we were saying, but because we were women. When she discussed the problem with the professor after class, he was sympathetic, but offered no solution. He accepted the situation as natural, as she said, "He told me that I had a double burden, first because I was a woman, and secondly because I was an ascetic.

Several women mentioned professors who have asked them for "the female point of view," their reactions varied from simply answering the question to walking out of the class. Professors who treat their male and female students differently or who expect a

Mitchel N. Pappas

Faculty Expected To Vote On ISP Proposal Today

By Eugene Pogany

A proposal for the establishment of an Intensive Study Program will come before the Faculty today at its regularly scheduled meeting, although final vote on the proposal might not come until a later meeting. Passage of the proposal would call for its establishment in September of 1972.

The Intensive Study Program (ISP), proposed by the Curriculum Committee, would enable a group of at least 12 students to earn a maximum of four course credits by pursuing concentrated studies with a single instructor over the course of one semester. The Committee named this part of the proposal the "Open Semester" mode. It would also allow students to gain four course credits by taking three regular courses and one fifth course during a student's participation in the ISP. This would be possible if ISP groups would have the option of staying on campus.

An additional proposal by Borden Painter, assistant professor of philosophy, would enable students to earn a "bonus" credit by taking two courses and fulfilling the requirements specified by the two faculty members involved. This proposal was tabled for further discussion.

Intensive contact between faculty members of different departments was a factor involved in the consideration of both the second part of the ISP proposal, involving the "integrating seminar," and the labeled "bonus" credit proposal. Painter said that the programs would be especially good opportunity for innovation of different departments to work together. According to the proposal, instructors would be the initiators of the ISP.

Tripod

This is the last issue of the Tripod for this semester. The Tripod will resume publication after final examinations.

(Continued on P. 5)
The companion film for GAME, however, was a bit of a letdown. An "aimed at critics as the greatest horror film ever made," the film was completely dominated by the English actor Leslie Howard. A suave, sophisticated aristocrat with satirical mannerisms, Howard portrayed the Zoroff ranks as one of horror films' finest characters. However, the film lacked the originality of its neighbor across the square, The Woman in a House. The combination of five short stories all joined together by the recurring nightmare of one character. Aci's film was certainly worth entertaining film that was completely understood (this version has been cut back from the teller). Honiss' is open p.m., closed Sundays.
This is a most saddening piece of news. I know I speak for all my colleagues, friends, and Carols this year. Calling for full orchestra and Carols this year's Service one of the Christmas Cantatas of J.S. Bach, "Christen, dtz" individual with his tall frame, well, generous and humane instincts. We'll miss his warm presence in the studio and the galleries, on the golf course and tennis courts where he competed vigorously, on the auditorium, in the faculty dining hall where he always had a wholesome anecdote and a disarming smile, and on the long walk where he cut such an impressive figure with his tall frame, well-groomed mustache, handsome head and impeccably good sartorial taste. Mitch has left his kind and gentle mark on us all. — Michael Campo

The services are open to the public.

The annual Festival Service of Lessons and Carols in the Trinity College will take place on Sunday, December 19th at 5:00 and 7:30 p.m. Keeping in the tradition established in England a number of years ago and adopted at Trinity in the 60's, the Christmas service features the well-known 70-voice Trinity Concert Choir under the direction of Professor Robert Gronquist, Director of Vocal Music and College Organist. 

Gronquist has chosen to feature this year's Service one of the Christmas Cantatas by J.S. Bach, "Christen, dtz" by the CHOIR. "For the carols this year," says Professor Gronquist, "we've chosen music from England, ranging from the 14th century to a new piece written in 1978 by the British composer, William Walton." 

An added feature of the Service of Lessons and Carols this year will be the premiere of the new pipe organ which has been under construction in the Trinity Chapel over the past year. Professor Gronquist, who is known both locally and nationally as an accomplished organist and harpsichordist as well as conductor, will give the first public performance of the instrument in service. In keeping with his choice of the Christmas Cantata, he has programmed music also by Bach for this premiere, the Fantasy in G major, and "Great Hallelujah" from Messiah. 

The services are open to the public.

**Alwin Nikolais Co. Dances To Stir Deadened Senses**

Alwin Nikolais is a leading exponent of the theater of the novel. His work, for words cannot do justice to it. A performance of the Nikolais Dance Theatre is a unique experience. One owes it to everyone with whom he associated and to everything he did. According to the dictionary, "Tent," on the other hand, was a very abstract and at times an exquisitely beautiful expression of the human being and a loyal and dedicated friend. His loyalty and dedication extended to everyone with whom he associated and to everything he did, especially his teaching. 

Here he showed such concern for the artistic and personal developments of all his students. Over the years many a young person at Trinity with problems typical of his age could find in Mitch an attentive and sympathetic listener and count on helpful and often humorous advice. His loyalty to his profession was manifested in so many ways. He involved himself in all aspects of his field: teaching art history when called upon to do so, participating in dozens of art shows and winning numerous awards, experimenting in new media, membership in professional societies (elected, among other things, a Fellow of the Royal Society of Arts in London), organizing countless exhibits, serving on arts boards and as chairman of many exhibitions. He brought to the campus the annual show of The Scholastic Artist's Art Awards Competition and Caesam and Trinity's Theater of Light exhibitions. Nikolais was a most decent person of our community to the dynamic art form of kinetic light environment and other avant-garde expressions. His fellow artists had great respect and affection for him. His selfless dedication to Trinity is legendary: he never refused to contribute when called upon whether it was a cover drawing for the college directory, the design of a program or brochure, lettering for an invitation, a handsome etching of the Chapel for friends of the College. He spent countless hours beyond the call of duty doing these things.

Two festivals in Rome were revealing experiences for Mitch. He had done a number of sketches for an exhibition of watercolor paintings that was to take place on the 18th of January, his own birthday. At this point I don't know how many of these have been completed but I would like very much to hold that exhibit and I do hope it will be possible. It would be one of the most meaningful tributes we could make to our colleague. Mitch was a most decent person of way of knowing can be as valid as the other.

"Two thousand naked pagans, stark raving sane, chanting before the remnants of Marilyn Monroe's left breast at the Bushnell. The dance images invoke from the spectator a rejection of associative interpretation, quite personal but freshly perceptible, as if the spectator was involved in a highly fluid Rorschach test—the program reads. The first paragraph of this review represents me of my more moderate prejudices of Saturday's performance of the Nikolais Dance Theatre on the stage of the Bushnell. The program also says that Nikolais was born in Southington, Connecticut. I think, though, that is a fabrication. I'll bet my money that he was born somewhere between Neptune and Uranus. Believe me when I say that no mortal earthly could do to my head what Nikolais did. Nikolais is a munificence alarm trooper. He uses light, sound, shape, color and very basic movements to create probably the most hypnotic visual effects one can experience. I use the word "can" because I doubt if one's senses can be so taxed without sending him running for the door, firmly convinced that he is freaking on reality's sake. "Tent," on the other hand, was a very abstract and at times an extremely sensual, fluid piece of art. It was a superb ending.

The final 2/3 of the program, consisting of two beautiful pieces, "Scenario" and "Fest" was simply devastating. "Scenario" was the only piece that attempted to make a social comment. It was essentially a study of hostility, alienation, social confinement, with a little bit of那天 thrown in for reality's sake. "Fest," on the other hand, was a very abstract and at times an extremely sensual, fluid piece of art. It was a superb ending.

But, there is really no point in trying to describe or explain any of Nikolais' work, words cannot do justice to it. A performance of the Nikolais Dance Theatre is a unique experience. One owes it to his deadened senses to witness it.

**The First Continuous Film Festival**

**Tonight! The Quiet Man - a classic**
Red-light, green-light

The musical TENDERLOIN is playing at the Austin Arts Center Dec. 16 - 18. The play concerns a ministers attempt to abolish the red light district of New York City. Here several prostitutes compete to see which one of them can recall the most about old times. At one point in the play Anna says that she remembers having met her twenty years before...
College, said "Mitch Pappas is respected and beloved by many Trinity students, by alumni and by his colleagues, and he will be sorely missed. Our sympathies go out to his family and friends at this time, along with the thought that both his teaching and his own work will have a lasting impact on the Fine Arts here and throughout New England." 

Michael R. Campo, Director of Trinity College/Rome Campus, said of Pappas, "A legend to Trinity is legendary: he never refused to contribute when called upon. He spent countless hours beyond the call of duty. Whether it was one of a student's senior thesis or one of a student's work, it always received the same tender and loving care. Mitch gave his students a sense of pride and worth in what they were doing." (See page three for personal tribute from Michael Campo.)

Pappas is survived by his wife, Belle Kayacyn Pappas; a son, Damon of West Hartford; a daughter, Michelle, of New York City, a brother, John, of East Hartford. His mother, Stephanie, resides in Miami, Fla., and his father, Nicholas, in Athens, Greece.

Funeral services were held in the College Chapel Monday morning. The College suggested that those who wish to express sympathy to Mrs. Pappas and to her children do so in the form of a contribution to the Mitch N. Pappas Scholarship in the Arts.

IN MEMORIAM
Mitchel N. Pappas 1918-1971

Phase II: Effect Unclear
On Salaries, Tuition, Fees

The effect of Phase II of President Nixon's economic policy on the College remains uncertain until further guidelines concerning nonprofit organizations are established, according to Dr. Ward Curran, director of Institutional Planning. Curran said the College cannot act on either faculty salaries or tuition increases without approval from the national administration or further legislation. According to Phase II of the policy, the College is among those institutions which are subject to periodic spot checks by the Internal Revenue Service.

The specific issue confronting the College administration is the retroactive payment of increases in faculty salaries which were withheld during the wage-price freeze. The College was only able to pay the retrospective increases and has set money aside for that purpose but cannot do so without a further statement of policy from Washington explained Curran.

He said that any possible salary increases for faculty members other than the faculty would not be likely to exceed the established 5.5% guideline. It is Curran's interpretation that the 5.5% increase guideline refers to total budget categories, such as faculty, administration and staff, and not to individual salaries. According to Curran's analysis of the role of nonprofit institutions within the national economic policy, legitimate cost increases to the College could be passed on to students and parents in the form of price increases. Tuition and fee increases, however, probably should not exceed the 5.5% figure, barring any unforeseen increases in costs that are beyond the College's control, such as heating or electricity.

Curran feels that the role of service industries, like colleges and universities, is not clearly under the new policy, because of the difficulties in ascertaining "productivity." Service industries, whose primary cost is labor, should be treated differently than the manufacturing industries where capital plays a larger role he said.

Curran, in the long-range Planning Report, has suggested that a standard of "visible productivity in education might be based on the number of students taught by each faculty member. If the College were to attempt to conform to President Nixon's national effort and try to increase productivity, however, Curran points out that the quality of education provided here would inevitably be compromised.

Activities Group Sponsors Scholarship Fund Drive

The Student Activities Committee will sponsor a fund drive during the Trinity term to raise money for the Senate Scholarship Fund. The Activities Committee, which has final authority over the Student Activities Budget, announced that the goal of the campaign would be $15,000.

The Committee's resolution, according to John J. Jopp '72, chairman, also announced that any difference between the goal of $15,000 and the amount raised would be covered by an allocation from next year's Student Activities Budget. This year, the $15,000 commitment to the Scholarship Fund was not from the Activities Budget. There was no Fund Drive last spring.

The Senate Scholarship Fund grew out of the 1968 sit-in at the College on behalf of minority and disadvantaged students. The administration proposed to match funds raised by the student body towards a Scholarship Fund. The student commitment to the Fund was approved in a student referendum.

Mandi said the original commitment clearly called for an annual fund raising effort before funds from the Activities Budget were allocated to meet the commitment. Last year, he said, there was no fund drive, and the entire $15,000 was allocated from the Activities Budget. The Activities Budget includes money raised from the Student Activities Fee.

According to Mandi, "the committee is unwilling to continue allocating $15,000 annually without a fund-raising drive. It was clearly the intent of the original proposal," he said, "to raise part of the $15,000 through a fund drive." The Scholarship Fund presently provides eight $1,000 scholarships for disadvantaged students at the College. The number of individual awards depends on the number of individual awards that can be guaranteed from money already in the Scholarship Fund. The Activities Committee has appointed one of its members, Dennis Talia '72, as coordinator for the fund drive. Lalli has asked those interested in working in the campaign to contact him.

The motion passed by the Activities Committee was moved by G. Ronald Spencer, Dean of Community Life, following several weeks of discussion within the committee of alternative courses of action. Mandi noted that "several individuals have expressed concern over the use of student activities money for the Scholarship Fund," and activities money for the Scholarship Fund should only be used to pay part of the College's effort to take part in the education of minority and disadvantaged students. "

organ'

To inaugurate the organ given in memory of Newton C. Brainerd, ten concerts and recitals have been planned in the Trinity College Chapel. The first three include:

December 15-5 p.m. and 7:30 p.m. - A Festival Service of the Lessons and Carols of Christmas
Trinity Concert Choir
Robert Gronquist
Conductor and Organist of the College

January 25-6:30 p.m. - A Mass for Organ and Choir
Trinity Concert Choir
Robert Gronquist
Conductor and Organist of the College

TRINITY TRIPOD

Page 5

Tuesday, December 14, 1971

Ward S. Curran
Faculty To Vote Today On Proposal

The Academic Affairs Committee will present a motion to the faculty this afternoon calling for basic changes in the academic probation system.

The motion calls for determination of academic probation based on the number of courses completed. Currently, probation is based on the number of courses in which the student is enrolled.

The resolution also calls for the adoption of a new category, the “drop-no grade” for students who drop a course before the professor has any basis for grading him ‘pass’ or ‘fail’. If the resolution is passed, students will not be penalized for dropping a course after the two-week trial period.

Under the proposed system, “drop-pass” and “drop-fail” courses would not influence academic standing unless the student completes less than three courses in one semester, or less than seven in two consecutive semesters.

The resolution calls for the elimination of temporary academic probation. Presently, a student who receives an “incomplete” in any two courses, or one incomplete and at least one grade below a C, is placed on temporary probation. If the incomplete grades are removed, and the final grades are non-probationary, the entry is permanently erased from his record. Under the proposed system, a student’s record would not be considered until incomplete credits were made up.

The basis for required withdrawal would be revised under the proposed system. Presently, any student who receives academic probation twice during his first two years at the College, or twice thereafter, is required to withdraw. The resolution provides that if a student receives two academic probation warnings in any three consecutive terms of his enrollment, he will be required to withdraw from the college for one year. In exceptional cases, the student may petition the Academic Affairs Committee for readmission after one semester.

At present, there is no provision for academic probation under the open semester. The resolution proposes that during the open semester, the student must receive a “pass” in three or more credits. Richard Klibaner, 72, member of the Academic Affairs Committee, said that some members of the faculty may be opposed to the resolution because of the “mistaken assumption that the system is lower academic standards.” The program will probably encourage students to drop courses in which they may be doing poorly, and in which members of the faculty fail to respond to the motion of the Committee on Committees.

The SEC is composed of all student members of the Trinity College Council, faculty committees and Student Activities and Budget Committees.

The Committee on Committees also proposed, on November 9, that if the Matheux Hall Board of Governors refuses to conduct elections for student representatives to faculty committees, the Committee on Committees will compile a list of volunteers for each committee and select students at random.

The SEC presented a letter to the faculty at their last meeting requesting postponement of faculty action on the motion. The letter stated that the SEC wanted additional time in order to present an alternate proposal to the faculty.

The SEC expressed concern over the lack of representation of student voice in the academic affairs committee. The SEC is composed of 10 student members of the Trinity College Council.

The SEC is scheduled to meet twice a month, and the next meeting is expected to be held on December 22.
Don't tell us you're still smoking?

Face it. A lot of people aren't any more.
Then again, some have only cut down.
(That's better than nothing.) Some have
switched to a pipe or cigars. (They're better
than cigarettes...if you don't inhale.) Others
have switched to more food. (Sure. You might
gain some weight, initially. But it's worth it.
And most people take it all off anyway.)
If you'd like to quit but don't know how,
we have a booklet that will guide you in
determining what kind of smoker you are and
what you can do about it.
Ask your local ACS Unit. We want to
help you help yourself.
American Cancer Society

THE HEAD SHOP
and the Kneissl Shop
and the Rossignol Shop
and the K-2 Shop
and the Hart Shop
and the Zebra Shop
and the Yamaha Shop
and the Henke Shop
and the Koflach Shop
and the Nordica Shop
and the Rosemount Shop
and the White Stag Shop
and the Gerry Shop
and the Skir Shop
and the Fusalp Shop
and the Spinnerin Shop
and the C.B. Sports Shop
and the Profile Shop
and the Duofold Shop
and the Scott-USA Shop

PBK
The following students were elected to Phi
Beta Kappa this fall:
Larry King Graves
Joseph Michael Groden
Dean Heilman Hamer
Alan Birkett Loughnan
Steven Laurence Hill
J. Bruce Gwaltney
Marc Bruce Tucker
Milton H. Fisher
Douglas James Snyder
Robert John Arceci
David Stuart Rosenthal
Gregory Fossy Sammons
Jame Thomas Sinnamon
Jeffrey Louis Meade

Conference On
Careers Held At
U of Hartford
The Hartford Chamber of Commerce is
sponsoring a Careers Conference, to be held
December 28 and 29 at the Gengras Student
Center at the University of Hartford.
At the Conference, held yearly, area
companies will interview potential em-
ployees for various positions. Last year,
over 450 college graduates attended.
The Conference is held for graduating
college seniors and servicemen who are
college graduates.
In an interview with the Hartford
COURANT, William P. Baxter, chairman of
Aetna Life Insurance, said, "The Con-
ference represents an excellent opportunity
for college graduates to be interviewed by
top Hartford firms in one location during
their Christmas vacation. The companies
also benefit from being able to choose from a
substantial number of potential graduates
from our own Greater Hartford area. In the
tight labor market the participating com-
panies are making every effort to provide
jobs for the local college graduates through
their careers conference."

THE HEAD SHOP...for mom info

Ski Skeller

672 Farmington Ave.
West Hartford

Yes, Virginia,
there is a
TRIPOD...for more info
on joining
the staff
write
Box 1310
or call
246-1829

Govt Seminar Functions As
ACLU Board
by Brooke Ferris
Samuel Hendel, chairman of political
science, is conducting a senior seminar as a
Board of Directors of the American Civil
Liberties Union (ACLU). The class, entitled
"The Politics of Confrontation," discusses
policy-making of "frontier issues," such as
treatment of minority groups. According to
Hendel, the class functions in a similar
manner as the Academic Freedom Com-
mittee of the ACLU, which he chairs.

According to Hendel, the issues under
discussion by the class include:
--Should a minimum positive quota or
compensatory or preferential treatment be
applied to Blacks and other disadvantaged
minorities in admission to colleges,
universities and professional schools,
employment, housing, and in other areas?
Should reparations be paid to these disad-
vantaged minorities?
--Which way for Blacks: Separation or in-
tegration? Or, emphasis on separation now
and integration later?
--What are the objectives, rationales, and
limitations of the Women's Liberation
Movement?
--Is a professional army more or less
compatible with democracy and equality
than a conscript one?

The advantage of the organization of the
seminar, according to Hendel, is that "in-
stead of talking in glittering generalities,
the students must face the questions of what
areas, prices and dangers are involved" in
each issue, as well as possible con-
sequences, legal and political.
In Memoriam

There was a man, and, behold, he is no more
Timeless to be long remembered.
And how tragic!
He had one more song
And now this song, too, is lost forever

H.N. Bialik

We were robbed of Michel Pappas last Friday, and we are left with grief and shock.

Pappas was guided by an ardent fire in his artistic work, and with sincere interest and compassion for the hopes and talents of his students. He was not only an artist, teacher, colleague, and mentor, but one with the glow of warmth and concern for his friends at Trinity.

There are few among men who plant a firm seed in society, who leave their mark, and are remembered for being so very real. Michel Pappas is one of these individuals. He has left, living and breathing, his creativity, his friendship, his love.

The instructor who roamed the arts, Pappas was exceptional. He provided his students with room for individual creativity; he didn’t push. His students expressed themselves at their own speed. His relationship with them was one of equality, never condescension.

The death of Pappas comes like an eclipse of the sun. It is 15 minutes of the day. It is the loss of a friend. It is the loss of a mentor.

And now this song, too, is lost forever.

To the Editor,
Beginning Monday, December 20, I’ll be furloughed for five days, in order to remind myself and others that there is again little reason to celebrate this Christmas and Hanukkah season.

Over 1000 people are still living in Indira Gandhi’s house, while over 5,000,000 of balmis are being dropped there every year. All of American planes. War now raging between India and Pakistan, while nine million refugees from Bangladesh. Doel is still starving. I could go on and on; instead of celebrating, I must fast.

I can’t solve anything, but I also know that it is necessary to cry out when others suffer, no matter what time of the year it is, no matter how frail one’s voice may be. For one small voice can become mighty roar, and the worst crime of all is the crime of silence.

Sincerely,
Steve Barken ’73

‘furlow voice’
‘take-home’

To the Editor:
The concept of a vacation as a time for resting, relaxing, and using one’s generation, pursuit of other than the academic has been conveniently evolved until it is. When I take a trip, no matter how much I enjoy my 500 or so pounds of books, I shall have two take-home exams, one eight pages long, and one ten-to-fifteen page paper to look forward to. I am only waiting for the day when take-home exams and papers are assigned over the summer months; we shall then be able to use our intellectual legs all year round without fear that the sun will break through.

Timo Redfull ‘74

‘roommates’

To the Editor:
We have a problem and need your help. At the beginning of the school year we signed the room contract, which binds us to paying for our rooms for the entire year. Well, things change now and we would like to live off campus. We have an apartment; all we need is release from our contracts.

In order to be released, however, we need the names of four people now living off campus who want to move anywhere off campus next semester. We also need names of people now registered on the Trinity campus — men on the Rume program, coming from another campus. If you know any of these names, please don’t hesitate to tell us.

Remember: release for us means 4 names, and before they reach the administration. The only way we can win the game is with your help. Please give us the names of four people you know anyone who wants to move in campus next semester.

Thank you.

Julie King
Catherine Sherrins
Michael V. Melina
Andy Syl webinar
Phone: 212-543-9290
Box 1053

‘sic’

To the Editor:
Having been a dke for the last three years, having been president last spring during election of spring, having been a dke for the last three years (1974-1975), having been an active member of the majority, 100-102. Since my first semester in dke, having talked to President Lockwood on the subject (which obviously the reporter neglected to do), having talked to the police on the subject approximately twenty times, having talked to the neighbor and his brother several times, having talked to the neighbor and his brother several times, I think it’s fair to say that the Community Majority, its members, its officers, etc., have never been more united.

The TRIPOD will print all letters to the Editor.

P.O. Box 1053

P.S. Remember: release for us means 4 names, and before they reach the administration. The only way we can win the game is with your help. Please give us the names of four people you know anyone who wants to move in campus next semester.

Thank you.

Tina Endicott ‘74

Letters

The TRIPOD will print all letters to the Editor received from members of the College community. Letters should be under 100 words in length, typed double spaced, with a word count. All letters must be signed, names will be withheld on request.
Student Life At Trinity

Thomas A. Smith  
vice-president  
page 2

Robert LaRose '72  
page 3

John H. Cassidy  
associate dean for student services  
page 4

The Board Of Of Fellows  
page 6
The Collision Of Morals

by Thomas A. Smith

The editor, several weeks ago, asked that I comment in any manner I saw fit on student life. This helped me somewhat in discovering that I am certain of only two things in respect to undergraduates: they are seldom very different from other people, and beyond that, generalization is hazardous, for students are less likely than others to lend themselves to it. I am therefore leary of those who pronounce upon student life, mind, and attitude as easily as they utter the first dogmas of a child's catechism, and I am especially leary of those current critics and advocates who announce their most recent discovery of mutation in the student generation. Of course, I find my own generalizing acceptable.

Colleges and universities are more susceptible to generalization than are students. They seldom mutate, but they do change constantly, and outside of the academic areas one of the most interesting and significant changes - because of its effect on student life - has been the continuing diminution of their exercise of custodial interest in student morality. A multitude of the new educational critics identifies administrative and faculty "permissiveness" as a sudden and recent phenomenon, the barbaric root of all that is wrong with the educational establishment. As some of them ought to know, the capacity of the college or the university to exercise moral custody over undergraduates had been strained for decades, not only because of undergraduate aversion but also because faculties found it more necessary and rewarding to direct themselves to teaching, scholarship and research than to moral tuition. For all practical purposes, the role of the college and university as moral custodian was terminated when large numbers of veterans entered their halls and residences after World War II. The real cause for termination was not so much that veterans were experienced and mature and unwilling to accept institutional interest in their behavior and morals but that the larger society had begun to develop considerable tolerance for diversity in moral positions and codes.

A majority of students entering the college and university do so with a sense of liberation, eager to experiment with and to be responsible for personal moral judgments which, prior to the time of entering, they had shared with parents and school, or which, in some cases, they had not exercised independently at all. Once within the campus, however, substantial numbers of students find it difficult to determine how to conduct themselves and also how to cope with the behavior of fellow students whose moral codes and behavioral standards are markedly different from their own.

Their difficulty is very much the same as that most of us who are older experience when, faced with a diversity of moral standards, we are uncertain of our own, yet easily offended by behavior which follows from a particular morality with which we are not familiar or do not approve. The student's difficulty is, however, somewhat more acute because within the residential academic community the physical and functional relation of one student to another is with fellow students. The undergraduate does not have the insulation nor the isolation afforded his elders by virtue of their occupation, residence, or ability to be selective in the formation of social associations. For to-day's undergraduate the situation becomes even more acute because opinions arising from diversity, he is loyal to his peers and is emotionally and intellectually committed to the humane acceptance of moral and behavioral pluralism.

Undergraduates seem to be beginning to perceive the difficulty of their situation more clearly than has been the case in recent years. One development that served to obscure their view was the introduction to the campus over a period of years of functions which came under the heading of "student affairs" or "student services" or even "student personnel." Introduced to the college and university, primarily since 1945, under pressure from parents, students, and legislators, they are essentially custodial. They have served, and with good success, a majority of students entering the college and university during the early and middle stages of development were optimistic that the outcome would be directly useful to students in areas where moral questions were involved. The service functions have enhanced the educational effectiveness of most institutions, primarily because they have permitted their faculties to develop their professional interests and eased the strains of institutional growth and diversification. Nevertheless, the development of the service functions, in spite of the promise which some of them seemed to offer, seems not yet to have had a significant effect upon the student's ability to deal with the difficulty which he has when he stands in a field of conduct on which differing moral standards collide.

It is not far-fetched to say that the student upheavals during the last six years have been a reflection of student interest in dealing with personal questions arising from the diversity of moral positions held on the campus. Student movements toward political, social and educational reform were stimulated not only by what many held to be necessary and possible changes but
also by their need for feelings of participation in a common faith and discipline.

The student movement, as a national phenomenon, now seems emptied of purpose, deflated, I believe, by its inability to sustain the intensity of its faith, unable to contain the diversity of its purposes, and horrified by the violence which it engendered in many instances and with which it met in many others. During its life it observed—-or allowed students to escape—many of the questions of behavior in a morally plural community.

In the absence of turbulence, but also confronted by their own diversity, students on this campus and others seem to be seriously interested for perhaps the first time in some of the situations which arise as moral codes collide in areas of conduct. It is not surprising that some call upon their college or university to control and to correct behavior which does not involve the academic purposes of the institution, they are, in effect, calling upon it again to take over the role which, with considerable assistance from their fathers and mothers, grandfathers and, perhaps, grandmothers, it was obliged to abandon some years ago.

I would not expect, nor would I encourage, the college or the university to resume its attempt to assume moral custody for students. I do not expect it to address itself speedily and directly to the kinds of situations which, whether they arise from moral or political diversity or break down the teaching and learning processes. The actual development of personal moral standards is the student's responsibility. Together with his academic work it should be his primary concern. This is not to say that the college or the university has no interest in the moral development of undergraduates. Rather it is simply to say that it has no responsibility to give assurance that teaching and learning can be freely undertaken within its walls. However, when the call is for the correction and control of behavior which does not involve the academic purposes of the institution, they are, in effect, calling upon it again to take over the role which, with considerable assistance from their fathers and mothers, grandfathers and, perhaps, grandmothers, it was obliged to abandon some years ago.

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In Support Of Co-ed Dorms

by John H. Cassidy

It seems increasingly important to me that we consider the reasons for coeducational residence halls before we accept them as the model for the future. I shall assume at the outset that we can all accept that the fullest possible development of the individual person is the basic aim of an undergraduate education. In student personnel, we consider this notion generic to our very existence, for the student personnel worker has the opportunity to help prepare individuals for the future, for life in a fast changing world that will continue to change humanity. They have revelations. What Comes Next. In rare moments in our institutions, including Trinity, have been times when great changes can be effected. College youth, he indicates, “is given a chance to repair the ravages...childhood has visited upon him. He can escape the image of himself that he formed when a child, he can find a new way of relating to authority figures, or he can establish new competence in his work. These changes are not discontinuous with his past...But, the point to be emphasized is that adolescence is a time particularly rich in possibilities for change. Our personalities are not determined absolutely and forever from a very early age, as popularized Freudian theory has led many people to believe. Many students come to college already ‘knowing’ Freud and never realizing how much they can change. They are very happy to discover that a wide variety of choices lies before them and this discovery serves as an impetus to serious consideration of the best directions for change.”

This description of the late adolescent emphasizes more than ever the importance of educating the “whole man.” This developmental model also requires more than insight and good intentions on our part. It indicates that all parts of the institution organize its resources toward this aim of human development. Thus, what more logical place to turn our attention than to the residence halls— for it is here that most of our institutions, including Trinity, have spent thousands of dollars on basely needed repair; and it is here that the student can be given the chance to identify with a community and to participate fully in the activity of living and, therefore, of learning. The co-ed living arrangement, by providing a natural situation that is low in provocation, is a fifth year engineering student.
colligate youth is also in the midst of resolving the child-parent relationships—in other words, of reducing parental dependency. Role confusion of parents might not give him an initially secure background. Then he goes to college and is confronted with his sexuality and the presence of both men and women. The value systems imposed previously by parents and other socializing agents are suddenly challenged by the new alternatives present in the college community. The success of these challenges are at the very essence of individual growth. It has been suggested that “college can contribute to the growth of the student’s values only when it penetrates the core of his life and confronts him with fresh and often disturbing implications which are different from those which he has taken for granted. It requires a highly personal relationship between the college community and the individual student—a relationship that is warm and considerate but at the same time mutually aggravating.” If changes in values are likely to be happening anyway as the college youth works through developmental stages, shouldn’t residence halls consciously and responsibly enter into this change process through development of coeducational residence halls? I think so.

Many agree, that all we need to do is accept that sexuality is an evolving, dynamic force that can be understood only in relation to the rest of human development. Then we can seize the unique opportunity that is ours in residence halls to create an environment enabling development of the “whole man.” Our tendency in the past has been to reduce sexuality in our vocabulary to giggling comments. To suggest that we understand college youth and simultaneously ignore his sexuality is as hopelessly naive as to suggest that our college residence halls are contributing significantly to the student’s growth and development without offering the opportunity for co-ed living!

Just what is meant by co-educational housing is certainly not universally agreed upon by college administrators, students, or the public at large. For purposes of understanding, I shall define co-ed housing as that arrangement in which men and women live together in a common or single physical facility that still provides ample opportunity for personal privacy needed and considered important by members of the opposite sex. Then, co-ed housing can be

separate wings on the same floor level, alternating floors, alternating sections, alternating suites of alternating rooms, or alternating bedrooms with a common-core living-study area. Trinity has, for the most part, provided a range of choices and styles of coeducational living arrangements during its brief history as a coeducational institution. One wonders if such arrangements have been by educational design or institutional necessity.

Immediately, many suspect that the kinds of co-ed arrangements suggested will lead to increased sexual promiscuity or orgies and most certainly cohabitation. I strongly suggest, on the other hand, based on actual observation and student evaluation of their co-ed living experience, that a sibling-type relationship is more likely to develop, leading to less promiscuity. College administrators and students alike do not need to be reminded that incidents involving student sexual behavior, or suspected sexual behavior, often receive Police Gazette publicity unrelated to the gravity of the situation. Needless to say, this publicity complicates administrative processes, particularly with current financial overtones. The Texas Dean expresses it well, when he says we must be prepared, if necessary, to stand as a buffer between the student and outside (or internal) pressures of opinion, including unfavorable publicity, in order to explore what is psychologically and educationally sound.

The rationale offered in defense of coeducational living as an important adjunct to the learning process is by no means complete in itself. It seems most certain that other factors will influence the further development of coed facilities. These factors could include an increase in the average age of college student because more male students will be entering college at a different point developmentally than has previously been the case because of the draft emphasis on age 18. More people will be in and out of college at different times for other reasons as well. It seems that community colleges have been able to bring on this phenomenon as it increased emphasis on education as a continual process and the resultant post-degree and continuing education programs. A greater diversity among students and student values follows because of the conditions mentioned previously.

Many argue that experience with coeducational living will become an agent of change in the institution of marriage. Collectively, researchers in the field agree that it could serve to strengthen marriage by bringing about more marriages established after adequate personal sexual identity has developed and the meaning of a variety of relationships with members of the opposite sex has been explored. They also agree, it could lessen the emphasis on the institution of marriage and bring about the restructuring of male-female relationships in our society. Regardless of the impact on marriage itself, many positive changes in the understanding of love, hetero- and other constructive value changes are likely to result.

“Is co-educational living for everyone?” is an appropriate question to ask at this stage of the game. If any single living pattern is appropriate for everyone, then coeducational living should be appropriate for today’s college youth. It certainly is supported by the developmental needs of college youth and qualified, of course, by the importance of adequate provision for individual privacy.

Many institutions have considered coed living for upperclassmen only. Some argue that the entering student has perhaps the greatest need for this kind of living pattern. The rationale for this thinking is that the entering student has just left a home atmosphere more akin to the brother-sister relations that tend to develop in the co-ed hall. Also, this is a more natural, “at home” situation for him that is likely to be less stressful-producing as he attempts to explore his doubts about relations both with the same and the opposite sex.

Some of the current literature suggests that putting an entering student in segregated-sex housing at a point when developmentally he needs the opposite, allowing some unhealthy or tension adjustment to be made, and then asking the student to move into a coeducational living situation is potentially more confusing than spending the entire four years in a one-sex situation. We presently do not assign freshman women to co-ed floors.

The liberation and “rights” movements will force us to closely examine the future of coeducational living at Trinity. What appears to be sound research as my framework, I am advocating coeducational living units as a valid component of residential education. Thus, coeducation does not become an end unto itself with the overemphasis on sex that is characteristic of residential programs such as coeducational-visit rights but rather a natural process. This suggests that we do not need to change, or expand, the concept of co-ed living at Trinity and to this end I shall address my future attention. As responsible educators we must stand ready to provide our students with what we know to be psychologically and educationally sound.

John H. Cassidy is associate dean for student services.
Reforming The Dormitories

Editor's note: The following is a report on student housing facilities prepared by the Board of Fellows last year.

The Board of Fellows has attempted to accurately and objectively assess the "Quality of Life at Trinity College." In doing so, we have had private meetings with Vice President Tom Smith, John Cassidy, Assistant Dean for Residential Life; Marc S. Salisch, Dean for Community Life; and Kel Crandall, Director of Building and Grounds. In addition members of the Board have conducted several tours to randomly selected student rooms, conversed with students in their rooms and, at our last meeting, conducted a student-board intercourse at which 16 students, randomly selected, were requested to participate. As a result of these varied interchanges of information, it is felt that we have a relatively accurate picture of this subject. It is the object of this report to present these findings to point out the shortcomings in student life, and in

status of disrepair has resulted from inadequate maintenance over the past 10 to 15 years, coupled with the acquisition of several facilities which require major renovation for minimum student standards. Our original estimate of correcting this problem, however, appears to be far too high. Personal inspection of all of the dormitory facilities and detailed discussions with Mr. Crandall have led us to the following conclusions on the minimum renovations required:

1. RESIDENTIAL FACILITIES

The residential facilities at Trinity are in serious state of disrepair. The current

$66,800 and appears to be inadequate to perform the minimum renovation required ($145,000) despite the increase in room rent to $700. It is recommended that this budget item be revised to assure that at least the hazardous and substandard living conditions in Jarvis and 90-92 Vernon Street are corrected.

Among the comments received from students regarding the residence facilities was the opinion that though room selection by lottery seemed fair, it was not fair to

charge a single uniform rate for all rooms. Obviously, a room in the high rise is more valuable than a room in Jarvis. Economy minded students should be able to select lower cost rooms if they so desire. Consideration should be given to this proposal by the administration.

It was generally agreed among the students that the residence facilities were overcrowded. Specifically, the doubles in Jones and Elton were too small for doubles. The bathroom facilities were woefully inadequate. One girl described a situation in Elton where 30 girls used one bathroom with 3 toilets, 3 sinks and 2 showers. "It is a zoo." It is noted that the April 13th budget message predicts an enrollment "of 1495, twenty more than 1970-71." It is our opinion as personally observed and as influenced by student reaction, that the number of residence students is already too high and that any increase in enrollment should only be permitted to day student or off-campus residents.

The efforts of Mr. Crandall to provide locked storage facilities to the students for summer storage of personal belongings are to be commended. If it is enforced that only these facilities be permitted for summer storage, the cost of maintenance and renovation should be drastically reduced.

2. SECURITY

Theft on campus is becoming a problem of major proportions. Mr. Crandall has stated that this might be alleviated by "relocking" the entire campus but even in this event, the problem would not be solved. The relative availability of room keys and the lack of adequate accountability of these keys has further compounded the security problem. Unauthorized entry and theft is perpetrated by both the college and surrounding communities. Theft occurs primarily during vacations, weekends and major college events (football games, concerts, etc.). The security guard force of 4 is inadequate to handle this problem. It is recommended that the administration appoint an authoritative committee to examine this problem. Among the possible solutions that should be examined by the

"The co-ed living arrangement . . . may be the best way to help today's students develop a capacity for true intimacy . . . ."
committee are:

a. Installing a simple alarm system in each floor of each dorm and appointing resident students on an alternating basis to keep an eye on their respective floor during weekends and college events. Any suspicious activity would be cause for sounding the alarm in the central security office. The student would not directly confront the intruder but would only alert the proper security guards that a potential security violation exists.

b. Locking all buildings during extended recesses with access only permitted by "authorized" persons. Several of the students commented that any janitor will open a door. This, of course, must be corrected and only appointed, responsible custodial personnel should be allowed to perform such a function.

c. Requiring a significant room key deposit ($250) upon issuance of keys at the beginning of the year. Students who lose their key during the year would forfeit the deposit with the funds used to completely change the lock.

d. Occasional spot checks of the students using Mather Hall to eliminate outsiders (local residents) from this facility.

3. COMMON FACILITIES AND FUNCTIONS

Among the most common complaint among the students concerns the inadequacy of common facilities and informal college functions. Regarding the former, a number of lounges exist on the campus but without exception none provided any type of furniture or facilities for informal student gatherings. One lounge had three or four austere chair-desks, a second had one TV and one chair, a third had the shell of a sofa but no pillows. The remainder were completely empty. The cause of such austerity appears to be the fault of both the college and the students themselves. In one case, the furniture provided by the college was found to be unsafe and Mr. Crandall removed it. In the remainder, however, it seems that students, themselves, indulged in "moonlight requisitioning" to furnish their own rooms. In addition, there appears to be a general apathy on the part of fellow students to the extent that absolutely no social pressure is brought to bear upon those involved to return the furniture to the lounges. College property bears no identifying marks, there is no inventory, and apparently no means of determining that which the college owns. Actually, to state that students have taken lounge furniture may be a false accusation since apparently anyone would have access to the lounges. It is only our discourse with students that leads us to the conclusion that:

"Economy-minded students should be able to select lower cost rooms if they so desire..."

the furniture is still on campus. It is difficult to find a solution to this problem. Obviously, one change that would have to take place is that of student attitude. If the students are to protect those facilities common to a dormitory or group, they must feel that such facilities are worthwhile and useful. The apathetic attitude that currently prevails leads one to conclude that such a feeling does not exist. One possible solution would be to appoint a "lounge committee" for each dormitory, provide them with a modest budget, and permit them to furnish and decorate their respective lounges, with the stipulation that each separate piece of furniture (curtains, pillows, etc.) be clearly and indelibly marked. If the students themselves were involved in such a project, it is likely that they would be more interested in collectively protecting their property from vandalism and theft.

The second observation in the area concerns informal college functions. The availability of Mather Hall to such things as record "rock concerts," college entertainment groups, informal coffee's, etc., should be seriously reviewed. One Board member suggested that beer and wine be made available at such gatherings, but since the legal drinking age in Connecticut is 21, such a policy would discriminate against participation by minor students.

4. SOCIAL PROBLEMS

The social life of students at Trinity College is seriously compromised by the crowded conditions in some of the dormitories and its resulting lack of adequate privacy, and by inadequate toilet facilities in some of the residences. Trinity's conversion to co-education has undoubtedly caused some of these problems as the physical facilities required by women differ in some regard from those required by the male sex. The overcrowding and the inadequate washroom facilities are, however, amenable to correction and should have a high priority in Trinity's budget. Both adequate living space and adequate toilet facilities are very important to a student's satisfactory adjustment to a new life away from home.

Early in the study of "The Quality of Life at Trinity College" it was apparent that adequate counseling was not available to the student body, particularly to the freshman and sophomore students. Freshmen arriving at college enter into a new and largely unregulated society, and while they may enjoy their new found freedoms, many do feel the need for assistance and advice. Peer pressure is frequently so great that students acutely feel the need for a word or two of advice from an older and more mature individual, and this need could not be fulfilled with the previously inadequate counseling service available at the college. Last year only four residential counselors were available for the entire student body.

As a result of the Board of Fellows' study of the counseling service, they recommended to the administration and to the Board of Trustees that some twenty to forty paid undergraduate residential counselors be appointed to assist and advise resident students, and that these counselors be (Continued on next page)
carefully selected, properly indoctrinated, and made available for the opening of the college in the fall of 1971. These recommendations were favorably received by the administration and the Board of Trustees and plans have been made to institute a program of undergraduate residential counselors this coming fall.

Appendix "B" attached to this report is a program of student counseling adopted by Eastern Michigan University and might be considered by the administration in its future deliberations on this problem.

At the student interview that was conducted by the Board of Fellows on March 20, 1971, some students called for specific rules and regulations regarding their conduct on the campus, and requested, in addition, a mechanism for implementing these rules. Others, however, were happy with the present arrangement, contending they were now adults and as such should be free to work out problems among themselves.

The Board of Fellows took up the general matter of rules and regulations governing a student's conduct on the campus and could come to no conclusion. Our recommendation, therefore, is that the general statements in the handbook remain as they are—for the time being. It was also obvious to many of the Board of Fellows that an effective student government could do much to resolve many of the students' problems, particularly those that seem to involve interpersonal relationships, such as those posed by the playing of a hi-fi, etc.

The Board of Fellows reviewed and discussed President Lockwood’s position on the problem of drug abuse at the college, and approved both his statement and philosophy. The board agreed that a clear, definite statement on drugs is vitally needed at the college and that there should be no ambiguity in this regard.

The Board of Fellows also recommends that the “Quality of Life Committee” be continued for at least another year in order to permit the Board to continue its investigations into the problems involved in the social life of students on the campus. The committee would like to continue to assist the administration in its quest to find a happier social life for its students at Trinity College.
Academic Tenure

The President's Commission on Campus Tenure urged a reconsideration of it. The A.C.E. Committee on Campus Tenures called for its resignation. And no less a figure than the newly appointed President of Rutgers University has wondered aloud whether tenure still serves a useful purpose.

The center of the debate over tenure appears to have shifted since the strike-year of 1980 and 1981. When criticism was based on student dissatisfaction and lack of "academic responsibility." Now, assertions of inefficiency and unproductivity abound in our financially aware decade.

Long-term contracts of faculty employment in lieu of tenure are now handled as a suggested panacea in pruning the dead wood from the academic grove. To understand what is at stake, students should consider the value of academic tenure. Traditionally, tenure has meant that after some reasonable probationary period, a faculty member should be understood to be on continuous appointment. Once acquired, this status can only be terminated (1) for adequate cause, as demonstrated in a hearing before a tribunal of peers, or (2) as a result of a bona fide financial exigency or curtailment of a program of instruction.

The purpose served (expert form, job security which is, itself, an inducement to enter the profession) is to assure the tenure of the professor to teach, research, publish and speak out on civic and institutional issues without fear of losing one's job.

Possession of tenure does not per se protect incompetents; it assures that a school administration will come forward with its case under traditional Western notions of fair play.

The retention of long-term renewable contracts of employment in lieu of tenure, for 5 or 10 years duration—seems to have all the asserted defects of the tenure system and none of the advantages. Certainly one advantage of the current system is that at some point in time a faculty member must be made on the premise the individual holds for the institution. An amiable colleague who comes close but doesn't quite make it, who deserted after much agonizing, be given a timely termination. The long-term contract approach, however, merely allows a continual postponement of firm decisions. It is unlikely that a passable colleague of 10, 15, or 20 years would find his contractual option not picked up.

When, then, would realistically be affected under the long-term contract plan? Admittedly the hastily written are reachable in any event under the current system.

Clearly those most likely to suffer nonrenewal are the outspoken and controversial. To them possessing tenure is a very real protection for the exercise of academic freedom.

It is more than likely that the long-term contract approach will have a chilling effect. Faculty will of necessity be concerned that what they say in class, in print, or in faculty meetings will play a significant role in nonrenewal decisions.

Some assert, however, that academic freedom is so widely accepted that the tenure system is no longer needed. But one need only look at the ever growing list of schools censured by the American Association of University Professors for violations of academic freedom. Last year alone, almost 900 complaints of violations were handled.

For students, an issue critical to their education lies within the debate over tenure versus long-term contracts: What seems to be challenged is the autonomy of professors to teach, research, publish, and criticize as they see fit. If one accepts the premise that students are consumers of an educational service; and if the academic governing body has an unshirked right to control the manner of delivering that service, then, without protection, tenure is a serious impediment to academic administration. But, then, too, is academic freedom.

Matthew Finkin is the Director, Northeastern Regional Office, and Associate Counsel of the American Association of University Professors. The views expressed are entirely the author's and do not necessarily reflect the policies of the AAUP. Distributed by ACCESS-The Communications Corporation.

Pilgrimage

The Greater Hartford Committee of Conscience is planning a Candlelight Pilgrimage on Thursday, December 1. The Pilgrimage will be an ecumenical Christian service of worship at Christ Church Cathedral (across from S. Post) at 5:30 p.m. The Pilgrimage will continue through the business district and end at the old State House at 9 p.m.
In the first case, a Tutorial college group fashionable reminiscent of the Socratic method College indicated a solid base of support for of students to participate in it as early as TJU/USOAV, December 15 (i Home.

problems in their full ambiguity, and to to find order in the confusion and the campaign of Democratic Presidential Hampshire primary is scheduled for March

EXAMINATIONS BEGIN ON WEDNESDAY, January 19, 1972. Regular hours will be resumed on Wed-

This Trinity College Student Cooperative Board's dinner will be accepting upstairs (including book-sale) to be used for a final term 1972 in the Mather Hall every (lay from 1 to 9 p.m.

Politeness

to involve myself in the politics of a community of scholars. I responded that a college government's pursuit of knowledge, of virtues such as honesty, is not just a matter of manners. Evidently I was mistaken--or, at the very least, not wholly correct. The politician told me that college governs itself primarily through the college's educational policies frequently do seem to be the forbear of such power, I am sure. These victories covered by irrelevant prejudices, cynicism and

EXHIBIT

The Junior Seminar in Art History is presenting an art exhibition in the Austin Art Center this week. The exhibit is featuring prehistoric Chinese bronze dragon, pre-
cylindrical sculpts, and American furniture, surrealistic paintings by Tangos and Max Ernst and lke jewelry from the 1940's. The exhibit will be open every day from 1 to 5 p.m.

This year's program will continue to support the culture and civilisation of Spain. College of Arts and Sciences. Interested students should contact Dr. A. Dunne, Augustana College, Rock Island, Illinois.

This polemic, however, though serving to easy for concerned persons to ignore the partial truth, the college's educational policies frequently do seem to be the forbear of such power, I am sure. These victories covered by irrelevant prejudices, cynicism and

It is important to this respect the situation confronting the student presented several alternatives. It is easy for concerned persons to ignore the unproductive meanderings of college politics, and thereby relinquish any par-
ticipation in the decision making process. Or, one might put up with it; but then it becomes difficult to maintain a productive relationship with the decision-makers. This polemic, however, though serving to engage the minds of young people, should be put aside in the interest of more fruitful dialogue.

Writing

Do you need to write better papers? If you are interested in a course in expository writing, notify Dr. Kooy, Box 199.

Forum

TCAT and Political Forum will hold the second in a series of discussions at the Hartford Community this afternoon at 4 p.m. in Alumni Lounge. Jim Perot and H_hzard Henderson, who will work in the Charter Oak Community just west of Trinity, will discuss "Community Organizations."

Reception

The Trinity Student Council Cooperative Board's dinner will be accepting upstairs (including book-sale) to be used for a final term 1972 in the Mather Hall every (lay from 1 to 9 p.m.

The John Fitzgerald Kennedy School of Government at Harvard University an-

New program

The University in Madrid from June 30 to

Continue to work with community agencies and with community and educational

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Plan

Counseling

Trinity Iraqi Counsellors will answer your questions and help you plan an afternoon "Undercroft" (Chapel basement) Mon.-Fri., 3:00-5:00 p.m. Tues., 7:00-8:00 p.m.

The office of the Student Council, located at 124 W. Main Street, seeks interested students to actively involve themselves in the campaign of Democratic Presidential hopeful, Senator J.F.K. The office for New Hampshire primary is scheduled for March 7 and student club is urgently needed. Transportation, room and board will be provided. For more information contact Jon Estabrook, Box 990, 322-4701.

More Letters...

(from P. 8)

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A straightforward politician once told me that, even with minor power struggles, clever use of politics, and thereby relinquish any participation in the decision making process.
The Hartford Environs

The Connecticut River

A panel featuring representatives of three prominent businesses in Hartford will discuss urban and environmental affairs Thursday, 7:30 p.m. in the Life Science Auditorium.

John H. Filer, executive vice president of Aetna Life and Casualty, Ralph C. Dixon, lawyer with Day, Berry and Howard, and James L. Kelehan, vice president of an industrial group involved with combustion engineering, will discuss their professions impact on environmental problems.

Andrew Gold, director of Urban and Environmental Studies at the College will chair the panel.

Kelehan will discuss "pollution control," Dixon "the significance of the law as a means of social change," and Filer on "social responsibility of business."

The Panel is being sponsored by the student-faculty Lecture Committee.

Photos by J. Martin Natvig, '74
Women At Trinity...

(from P. 1)

"I feel as though I can't be myself here. I've had to put on a really hard-assed act to avoid becoming someone's 'easy-lay.' I don't enjoy it, but that's the situation we've been forced into."

They are perhaps more aware of the pressure to conform to social roles as one grows into it. I feel as though I am myself here. I've had to put on a really hard-assed act to avoid being someone's 'easy-lay.' I don't enjoy it, but that's the situation we've been forced into. If you want to be different, you have to pay the consequences of having people think you're strange."

In contrast, Fuzzy Harper (Trinity '73) feels a sense of ease here. As she said, "I feel really comfortable here. I feel like an equal-I feel respect. Friendship-wise, I find the guys are great on this campus. There are no barriers, no put-downs. A junior exchangee from Wheaton said, 'We all felt at ease here for a completely different reason..."basically because I know pretty much what the typical Trinity male chauvinist's mind is like. It becomes easy to handle them, if you have to be handled."

I don't want to be a topic of conversation at breakfast Monday morning. You learn that it's a typical thing for them to discuss...but I guess we do it too.

FORMING RELATIONSHIPS

Much of the difference in attitudes expressed by these women lies in the personal identity they have developed in their relationships with men. Being at a woman's college for one or two years, they say, allows

a woman to develop a self-concept without too much sexual pressure, because she is able to define herself, where and how she interacts with men. This sense of self is tested as soon as the woman leaves this environment, and the exchanges who come to Trinity find that they must find different ways of dealing with the problem of male-female relationships. Becky Goldman (Wheaton, '72) expressed for solution, saying, "It would seem difficult to maintain anything more than a platonic relationship here because intense involvement would seem confusing...too confusing. There is a tendency to form a lot of platonic relationships here, but that could be a defense mechanism induced by four or more involvement in this type of environment."

Part of the problem in forming satisfying relationships with men lies in the fact that the exchanges are here only temporarily. Because of this, they are not automatically integrated into the Trinity community as the freshmen are. All of the exchanges noted a sense of being "outsiders." Trinity women, on the other hand, feel that they are in a more favorable position for forming more normal friendships with men. Margot Stage, '73, explained that relationships with men here are "less superficial, less based on looks and power, anyway. For me, it's just a matter of applying what I learned there in terms of my self-definition to the situation here. But I think that a lot of Trinity women have been taught to accept the position they've been placed in. There's a need for self-education here."

In fact, not all Trinity women feel the need for TWO. Most of the freshmen interviewed said that they personally are not benefited by the organization, since they feel that they are free to act and think for themselves here (one senior agreed, and added, "I don't know if there is a large percentage of women on campus who feel strongly about liberation...I would hope that they would feel tolerant of other women's views.")

Women's Education

Exchanges and regular-encouraged Trinity women view the purpose of Trinity Women's Organization differently. Though the exchanges offer varying opinions of TWO, they all agreed with a Wellesley junior who said, "I feel it's not so much of a necessity for me, having come from a school where women have all the power, anyway. For me, it's just a matter of applying what I learned there in terms of my self-definition to the situation here."

Lynda Engelhardt (Wellesley, '71) explained the need by saying, "A lot of Trinity women have been taught to accept the position they've been placed in. There's a need for self-education here."

The two women who felt the need for TWO are both seniors, and both are active in the organization. One is a member of the group's student leaders, was formed to provide a place for Trinity women to meet other women and discuss common problems, and to bring to women a new awareness of themselves as women and as Trinity students, and perhaps to organize

"I don't know if there is a large percentage of women on campus who feel strongly about liberation...I would hope that they would feel tolerant of other women's views."
"TWO, according to Chipman and the group's student leaders, was formed to provide a place for Trinity women to meet other women and discuss common problems, and to bring to women a new awareness of themselves as women and as students, and perhaps to organize around the specific needs of women here."

"The College has concentrated on hiring more female faculty and administrators, has favored women students in the room selection process, and has made plans to expand physical education facilities for women. These actions have been largely ineffective, if not harmful, because they have not begun to eliminate sexual prejudice!"

Obmann Claims Women Slighted By Historians

Carol Ohmann, an assistant professor of English at Wesleyan, lectured on "Women's Studies: Women in Literature" and perspectives offered by Feminist Criticism," last Tuesday night in Wean Lounge.

Ohmann's lecture centered on the historical role of the woman in literature, and her role in the new field of Women's Studies.

Ohmann claimed that the role of women in literature has never been accurately portrayed. Quoting from letters and from the diary of Charlotte Bronte, Ohmann pointed out the "wretched bonds" of the woman in the 19th century and stressed the need to hold the sexist repression of Bronte in mind when looking at her fiction. Similar cases were examined in detail to depict the "slights" (as women) as crimes which were reduced to limitations as women, in the cases of Jane Austen, and both Emily and Charlotte Bronte.

Ohmann emphasized that present historical views on the treatment of women are inadequate and a "whole new array of historical perspectives is needed."

She added that "everyone has learned about women's role in literature.

Ohmann discussed some of her "Women in Literature" courses, and explained the male-female relations in the classroom. The majority of students in her Women's Studies classes are women, although she says that the males tend to dominate the classroom with their "confidence and willingness to speak up." One of her problems was getting women to talk, but when the women were separated from the men or discussion
Trinity Triohed, December 15, 1971

ISAAC THE PROFIT

ISAAC THE PROFIT

By Albert "Hoops" Denney

Philadelphia Slim's Pickin's

by Albert "Hoops" Denney

TRANSPORTATION

by Albert "Hoops" Denney
Sports Shorts

The Trinity College swimming team opened its season last Saturday against Tufts. Against Tufts the score was 24-6, which, in swimming, is rather high. Coach Robert Slaughter was very pleased with the team's performance, and he cited several players who did well. One of them was Ted Stehle who won the 100 meter freestyle and placed second in the 200 meter individual medley relay team, which won its race. Ted Stoddle took the 400 relay, and placed second in the individual relay, as well as competing in the medley relay team. Dave Doerge took the 200 backstroke.

Gerry "Toes" Ferrari won the required dives and placed second in the consolation dives. Steve Wiley took two places in both classes of dives.

Varsity Squash

The Trinity Varsity Squash team suffered its second loss in three outings at the hands of a strong army squad, 8-1. Captain Dick Palmer was the only Triumph player to win his match, as he boasted his oldest opponent, 15-11, 15-13, 15-11.

Palmer (T) def. Foderica 15-11, 15-11, 15-13;
Burkley (A) def. Paolino 15-10, 15-6, 15-10;
Jones (A) def. Pavone 15-11, 15-13, 15-11;
Griffiths (A) def. Ryerson 15-12, 15-12, 15-10; Mauro (A) def. G. N. Robinson 15-12, 15-6, 15-10;
Cyr (A) def. Robertson, 15-12, 15-4, 15-12.

Indoor Track

The indoor track team participated in an informal meet last Wednesday at the Coast Guard Academy. The meet was won by the Bears'新鲜man team, their first meet of the season, and the team's best performance yet. The Bears were led by Joe Rapoport, who won the 400 meters in 54.3 seconds, and by Fred Berman, who won the 880 yards in 2:11.4.

Indoor Squash

The indoor squash team has been very successful so far this season. The team has won all of its matches thus far, including a 3-2 victory over MIT last weekend. The team's next match is scheduled for Tuesday, December 14, against Brown.

Intramurals

Any intramural team planning to have a representative in basketball, bowling, swimming, or squash must submit their wishes, in the case of independent and fraternal teams, to Mr. Graf by December 21.

Soccer Reflections of a Captain

Stephan L. Hill

The captain must try by any means he knows how to make his team psychologically for every game - but it again comes down to the individual player. The player himself must be susceptible to this influence and begin to feel this desire to play the game. He must believe and feel the other team. The captain and the coach can do no more for the player. Everything that is in any way dependent should work in his favor. In viewing the season in retrospect I feel the game to be a whole and the team, as a whole, was totally off in the second game of the year - against MIT. That year they beat us 1-0 and the year before the basis of our win against M.I.T. - we showed we could come back from a 3-5 lead. It's hard to explain how momentum had already started against the "hate" - we showed we could come back from a 3-5 lead. It's hard to explain how momentum had already started against the "hate" - we showed we could come back from a 3-5 lead.

One of the areas in which we did not do well is that of decision making and directing play, a sidelined captain is only, a minimal assistance.

The role of a captain is to lead by example and to instill his own satisfaction other than the game itself and the team's record. A person coming to understand and the athlete as a whole person - body and mind. The position of a captain is one in which a captain can exercise his influence. If he is not able to instill faith in himself and every player with a real desire to be the best at his game then he is the only one to blame for not instilling the same influence in the other team.
The varsity basketball team played 3 games in 3 days last week, and although the week started badly, with an overtime loss to Tufts, 106-100, and a home-opener loss to Bowdoin, 79-69, the Bantams finally were able to pull out a win against MIT on the road.

Against Tufts, the team started out well, but it was slip and fall for most of the game. In the closing minutes, the roundballers had a four point lead, and Tufts went into the press. This hurt some of the less experienced Bantam ballhandlers, and enabled the Jumbos to knot the game at 11 with less than 30 seconds to go. At this point, Trinity had two shots to win, but missed both. Tufts was also able to get off two last second efforts, but neither went in the loop.

Tufts came out strong in the overtime period and broke the game away, outscoring the Bantams 17-7. Tufts placed 5 men in double figures in their victory, but high man for both squads was Keith Kievan, who pumped in 12 points for the Bantams. Mike McGurk added 24, as well as bouncing in 13 rebounds. Sophomore Bill Fenkel also had 11 boards.

Tom Doakett, who had 12 points and 11 rebounds for the team, suffered a sprained ankle and was disabled for most of the second half. He was out for the two weekend contests, but is expected to play either today or tomorrow.

Against Bowdoin in their home opener, the Bantams did not play a good game. Bowdoin took the lead after four minutes of action and never relinquished it. The Bantams were again cold from the floor (24 for 46, 51%) but Mike McGurk netted 18 points, shooting 7 for 10. Mike MeGuirk, who had 12 points and 11 rebounds for the team, suffered a sprained ankle and was disabled for most of the second half. He was out for the two weekend contests, but is expected to play either today or tomorrow.

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The Bantams played much better in their second effort, but neither went in the hoop. Orlando and Nichols were the only two Bantams to score, Orlando netting 13 points. MeGuirk added 13 points as well as hauling in 13 rebounds for both squads was Keith Kievan, who pumped in 12 points for the Bantams. Mike McGurk added 24, as well as bouncing in 13 rebounds. Sophomore Bill Fenkel also had 11 boards.

The game was worked by three officials as an experiment. In general, this tends to separate the outside from the inside. Trinity got another break when Hurricanes fouled to get the ball, the Bantams were unable to stop him one-on-one, so in the center, Hudson, who dominated the roundballers did not play a good game.