The following three articles, which appeared originally in The Hartford Times, are reprinted here for alumni, parents and friends of the College as "food for thought" about higher education, and Trinity in particular. Mr. Cleary's column appeared first in The Times, as a challenge to educators, and the response by Dr. Lockwood and Dr. Babidge appeared in successive weeks. They are reprinted with permission.

The following three articles, which appeared already achieved, President Lockwood

By John Cleary

Mr. Cleary is senior editorial writer for The Hartford Times.

By Theodore D. Lockwood

Dr. Lockwood, Trinity’s 15th president, took office in 1968.

By Homer D. Babidge

Dr. Babidge is master of Timothy Dwight College at Yale, and former president of the University of Connecticut.

Annual Giving Drive at 50% Of Goal; Alumni Up $38,000

Contributions to Trinity College are continuing at a healthy rate, with 48 per cent of the College’s annual giving goal already achieved, President Lockwood reports.

The drive, with a goal of $475,000, began October 16 and will continue through June 30. By New Year’s weekend, Lockwood reported, $228,071 had been received or pledged by 1,200 contributors. By the end of 1971, the College had received $161,400 (38 percent of the 1971-72 goal) from 1,218 contributors. The drive last year ended at 104 percent of its $425,000 goal.

For the first time, the alumni giving goal was an item of major interest for Trinity’s annual giving drive, as was the number of contributors.

In 1971, the number of contributors was 1,200, while the number of alumni giving was 1,051. This year, the number of contributors has increased to 1,101.

In addition, 40 of the gifts were for $1,000 or more, and 358 ranged from $150 to $1,000.

The annual giving drive supports the yearly operating budget of the College, which this year is some $8.5 million. According to President Lockwood, "It is the continuing generosity of our alumni, parents and friends in the community that enables us to maintain a high quality faculty and educational program. These are precarious times for many private institutions of higher education, and Trinity is grateful for such encouragement of our work."

To date, the giving drive has reached 41 percent of its goal of $38,000.

In the past decade we have made great strides in this direction through the growth of community colleges, enormous expansion in public and private institutions of higher education, and the development of external degree programs.

At present over eight million Americans are enrolled in colleges and universities and about fifty percent of “college age” persons are pursuing a higher education. Federal and state scholarship and loan programs, coupled with private sources of financial aid, have opened the doors of colleges and universities to thousands of students from lower-income backgrounds.

But, as Mr. Cleary points out, easier access to higher education has created problems as well as opportunities. Many students go to college for the wrong reasons. Some assume that high-paying jobs are the right experience for them, or that “the rewards are not worth the effort and sacrifice.”

But that is to say only that I see the same symptoms he does. My analysis of the causes, or diagnosis of the ills, is quite different. Mr. Cleary concludes that educators “have reacted to, rather than led,” and have been “altogether too sensitive to demands from the consumers.” His prescription is a “restructuring of higher education and the intellectual community,” and “some updated definitions of goals.” Since I think the diagnosis is simplistic, the prescription is as questionable as it is vague.

The most important single fact of life to keep in mind in analyzing the ills of our colleges and universities is that there are creatures of society. Thus they are, in varying degrees, responsive — and

3 Perspectives on Education

very spring, high school seniors go through a time of deep anxiety while they wait for replies to their applications for admission to colleges and universities.

A thin envelope is bad news. It contains only a polite letter of rejection. A thick envelope contains a sheaf of forms to be filled out — applications for scholarships, loans and grants, information for the public relations office, medical and dental examinations, and the all-important letter of acceptance.

Despite the proliferation of colleges and their universal expansion, there are always applicants who can’t find the kind of institution they think they need. As the fall term began this year, there were about 175,000 unfilled places in colleges and universities in the United States, but not all the applicants were matched with institutions willing to accept them.

Two years into his college career, many a student discovers that he is no longer sure he’s doing what is best for him.

It would have been hard for his father’s college generation to understand, but the sophomore dropout is a frequent phenomenon. He may take a year off to get his bearings, or he may never return. If eventually he goes to graduate school, he is more likely than his father to stretch out his master’s degree work over three years instead of two.

But if he does complete college and earn a graduate degree, he may very well judge in a few

(continued on page 3)

By Homer D. Babidge

Dr. Babidge is master of Timothy Dwight College at Yale, and former president of the University of Connecticut.

(continued on page 4)

(continued on page 5)
CAMPUS NOTES

Heywood Hale Broun, a "sports essayist" frequently on CBS News, appeared at Trinity Nov. 9 as the annual Martin W. Clement Lecturer. His topic was himself, and he succeeded in delivering a delightful and erudite address to a packed house. Mr. Broun is a friend of Dr. George R. Knapp, president of Trinity, and spoke of their college days together at Swarthmore.

Nancy Gallo, who led the Trinity Alumni tour group to Russia in August, was guest speaker Nov. 13 at the Watkinson Library Open House. Her topic was "Russia Revisited."

Dr. CLYDE D. MCKEE Jr., associate professor of political science, spoke at the Trinity Club of Hartford Nov. 14, about the recommendations of the Pellet Task Force of the U.S. Labor Department. The report of this task force calls for the complete sanitization of all existing public social manpower programs.

On Dec. 11, Trinity was the host for a national conference of the Association of College Unions - International/National Entertainment Conference, which included a workshop on the new 18-year age of majority and its implications for Connecticut colleges. State officials and legislators, as well as college students from across the state, participated.

ALFRED M. C. MCCOLL, assistant director of development, has been elected to a three-year term as a trustee of the Robert C. Tupper Foundation.

Dr. MICHAEL J. PRETINA, assistant professor of modern languages, has reviewed Ruth Mulhauser's "Sainte-Blaven and Grance- Roman Antiquity," in "Victorian Century," 1972, and has an article on Racine, "Poetic Levels of Comprehension," which will appear shortly in "Studia Francica."

M. DAVID LEWIS, assistant dean for student services, has been appointed Regional Arts Coordinator, New England Region, of the Association of Colleges of Independents - International.

JOHN HEYEL, alumni secretary, will be a panelist at a policy conference of the alumni American Council, January 21-23 at the University of Massachusetts. The topic will be "Effective Programs for Young Alumni."

ROBERT B. GRAFTON, assistant professor of mathematics, delivered a paper, "Periodic Solutions of Linear Equations with Delay: Some Theoretical and Numerical Results," at the Park City Conference on Functional Differential Equations.

Dr. ALBERT L. GASTMANN, associate professor of psychology, presented a paper, "The Politics of the Netherlands and the Greater Hartford area can cooperate to meet the needs of the people of Hartford. PWL,}_ the Hartford chapter of the Jewish Community Alliance, was the administrative representative to the conference. Christine Medina, assistant director for political science, was the administrative representative of the conference. Dr. Broun is presently working on a book about the Abaluyia Atonomists, which he expects to complete by fall.

The fourth and revised edition of The Soviet Cynic, a widely used textbook edited by Professor SAMUEL HENDEL, professor of political science and chairman of the department, will appear in January. Apart from introductions and introductory notes, the book contains two contributions by Dr. Hendel: an article, "The Nature and Propects of Soviet Democracy," and an afterword on "The Role of Political Science" [H2]. The book has been reviewed by the national Academic Freedom Committee of the American Civil Liberties Union.

Dr. J. EMMETT CONNOR, assistant professor of biology, co-authored a paper, "Immunology of plants in asilomar, focusing on ppgyosylinea gll. in the September issue of the American Bacteriology Journal."

Dr. JAMES R. BRADLEY, assistant professor of classics, has a new publication on "Early Rome and Her Eurasian Neighbors," in the "Quarterly Review of Literature and will appear in the Spring issue. An earlier stone, "Marc Revisited," which was published in 1970, is included in the O. Henny Prize Stories collection for 1971, has now been included in two more anthologies: Afternoon Dreams and The Fact of Dinosaurs.

The Greater Hartford Council on Economic Education held a conference on Revenue Sharing at the College of the City of New Haven on November 20. Among the highlights of the event was a paper speech by Francis Baker, chairman of the Governor's Commission on Tax Reform. He discussed new alternatives to financing public schools in Connecticut in light of the recent court decision of the appropriateness of present financial arrangements. The tax reform commission will issue its final report soon, and its conclusions may be significant for state policy. Dr. WARD S. CURRAN, professor of economics and director of institutional planning, was chairman of the conference. President LOCKWOOD was moderator of a panel discussion which followed Baker's speech.

The Mayor's Intercollege Advisory Committee met on December 7 to discuss ways in which higher education in

FRIENDS OF ART: Mme. Rosamond Bernard, (right), founding editor of "L'Oeil," famous French art magazine, is shown with two members of the Friends of Art at Trinity: Mrs. Warren Cramer (left) of Farmington, and Mrs. A. Everett Austin, Jr. of West Hartford. Mme. Bernard delivered the final two lectures on Leger and Braque in a series of events brought to Trinity by the Friends. Other events sponsored by the Friends of Art were a new series of films by Kenneth Anger, and a political conference entitled "Pioneers of Modern Painting." The films were devoted to Post-impressionist painters, Manet, Cezanne, Monet, Seurat, Rouennois, and Munch. Sir John Press, London's leading scholar of Italian Renaissance painting and sculpture, director of the Victorian and Albert Museum in London, lectured on Fra Angelico. Michael Kihon of the Courtauld Institute, London, distinguished for his work in Dutch, French and English art lectured on the

C. PHILIP BAIN, professor of history, has been elected secretary of the Society for French Historical Studies, an organization of public historians and those in the field of French history in the United States dedicated to a French-speaking community of over 2,500 members. He is also continuing a three-year term on the board of editors of the society's Journal of French Historical Studies.

The Trinity Correspondent was held on December 18, 1972, and has an article on Racine, "Poetic Levels of Comprehension," which will appear shortly in "Studia Francica."

***

ROBERT B. GRAFTON, assistant professor of mathematics, delivered a paper, "Periodic Solutions of Linear Equations with Delay: Some Theoretical and Numerical Results," at the Park City Conference on Functional Differential Equations.

Dr. ALBERT L. GASTMANN, associate professor of psychology, presented a paper, "The Politics of the Netherlands and the

the Greater Hartford area can cooperate to meet the needs of the people of Hartford.

TRINITY REPORTER

December 1972 Vol. 3 No. 3

Published nine times a year in October, November, December, January, February, March, April, May, and June. Produced at the Office of College Information, Trinity College, Hartford, Conn. 06106. Second class postage paid at Hartford, Connecticut.

The REPORTER is mailed at no sales, parents, faculty, staff and friends of Trinity. Copies are available to students. There is no charge.

Letters for publication must be no longer than 500 words and clearly marked. The printing of any letter is at the discretion of the Editor and may be abbreviated, or not used at all.

Executive Editor: MARY B. CONRAD, Williams '73; Associate Editor, ALFRED C. BURFORD '77; Production Coordinator, ROBERT F. WINTER; Staff Writers, PAT RYAN, IRVING HOFFMAN, BRIAN KAPPET, DAVE AUSIN, RICK WINTER, JAMES M. MIZNER '73; President, WILLIAM L. BOWIE, professor of chemistry, and senior Josh F. KUPELOW in the office of college information, Trinity College, Hartford, Conn. 06106. Second class postage paid at Hartford, Connecticut.

The REPORTER is mailed at no sales, parents, faculty, staff and friends of Trinity. Copies are available to students. There is no charge.

Letters for publication must be no longer than 500 words and clearly marked. The printing of any letter is at the discretion of the Editor and may be abbreviated, or not used at all.

Executive Editor: MARY B. CONRAD, Williams '73; Associate Editor, ALFRED C. BURFORD '77; Production Coordinator, ROBERT F. WINTER; Staff Writers, PAT RYAN, IRVING HOFFMAN, BRIAN KAPPET, DAVE AUSIN, RICK WINTER, JAMES M. MIZNER '73; President, WILLIAM L. BOWIE, professor of chemistry, and senior Josh F. KUPELOW in the office of college information, Trinity College, Hartford, Conn. 06106. Second class postage paid at Hartford, Connecticut.

The REPORTER is mailed at no sales, parents, faculty, staff and friends of Trinity. Copies are available to students. There is no charge.

Letters for publication must be no longer than 500 words and clearly marked. The printing of any letter is at the discretion of the Editor and may be abbreviated, or not used at all.
By John Cleary:  
**Updating Higher Education**

Ph.D.s specializing in F. Scott Fitzgerald does the world of literature need?  
To borrow a word from the current campus, is the young higher education losing its relevance. It is pressed away from its proper goals by many influences. It is against those influences without help from outside the educational system.  
Must a lawyer have seven years of training to be a high school world cannot be four or five be enough? Could the urgent need for more general practitioners of

...in education being oversold? The egalitarian ideal... has become social and economic, and the route to equality is charted through the halls of Ivy.  

medicine be satisfied by some physicians with only three years of medical school plus a year or intern? Does a degree in journalism make a young man or woman a better reporter?  
Does college falsely understand education well enough to be choosing electives for his second year, or should he not have a core curriculum? Why would he stick to his second year of college to begin to specialize?  
Is his career-long foresight clearly overdue to changes between English composition and the history of current popular music?  
And is education being over-sold? The egalitarian ideal, which was originally political, has become social and economic, and the route to equality is charted through the halls of Ivy.  

Up to about two decades ago, if a dean or president of an American university thought the higher learning had been asked what was the proper responsibility of a college or university, he could have responded comfortably, "To supply society with an intellectual elite, a core from which leaders will rise."  
Or he might have put it, "To educate men and women." Pressed to define "education," he might have wandered, but he would have come back eventually to the idea that the universities should educate leaders.  
Now, the role of colleges and universities is no longer so clear. They have reacted to, rather than led, the professions' definition of requirements for certification or licensing or other recognition of the status of a specialist. And they have permitted an increasing degree of control of curricula by the students.  
The requirements are deplorable. The young, urged to enter college because a degree promises to multiply their lifetime earnings, tend to judge the educational system as venal and materialistic. Many of them turn their backs on degree requirements, sample those courses that appeal to them, and drop out prematurely, lacking professional credentials and still untrained in the essential attribute of the educated man: critical thinking.  
Educators compete for students, since high enrollment is insurance of funds for their departments. Core requirements are cut back, limits on electives are relaxed, and curricula tend toward selectivity and directionlessness.  
Institutions of higher learning have lost their freedom to design curricula. The requirements of governments, professional societies and other powers that influence the destiny of the graduates force them toward specialization, making them narrow and determinate, the idea that education is a harmonious development of all the faculties of the whole man, as one definition used to say.

There is risk in committing oneself to postgraduate study. A case history, one that represents a growing number of professionals...

A young English teacher, married and with two children, is looking for a job. He and his wife sacrificed so he could earn his master's degree. He taught first in high school and then in a state college. He gave up teaching to earn a Ph.D. and became a doctorate at the University of Connecticut, obeying the requirement that the last year of doctoral study be full-time and on-campus.  
The state college where he once worked filled his vacant place. He cannot find a teaching job at the college level. He is willing to take any salary offered to teach in high school but the system forbids that. If a public high school hired him, it would have to pay him in accordance with his doctoral degree, and English teachers with lesser degrees come cheaper.  
He is seeking any kind of work to feed his family. He is a victim of the educational system. Since numerous situations exist in other professions. In Connecticut we have seen highly trained engineers unable to find work that matches their expertise. The industry ran into a cutback of military orders. Some cities have an over-supply of obstetricians or heart surgeons. A Yale Medical School administrator said early this year that the five medical schools he considered the most prestigious in the United States could have filled all their fresh elementary sessions with less than a dozen students in philosophy from other professions.  
Should all those gifted men have been encouraged to pursue their studies to the highest educational level? Or would they — and society — be better off if they had left the educational track at a lower level, earning less specialized credentials and more acceptable in occupations different from what they first planned?  
Higher education used to be an imperialist system — an autocratic machine with little feedback from the consumers. Under the stresses of rising costs and its many other difficulties, the system has become altogether too sensitive to demands from the consumers of its product — educated men.

If it had not reacted to those demands, the system would have broken down. Its operators, therefore, cannot bear the whole blame for its present deficiencies. What is needed is a restructuring not only of higher education but of the intellectual community that determines the values of the universities, the professions, the learned societies, the many licensing and accreditation agencies that control the entrance into the professions, and the student still immersed in the educational process.

We need some up-dated definitions of goals. Need a kindergarten teacher have a university degree? The State certification system for teachers has been over-professionalized.  
A case history of that challenge to educators and the bureaucracy that controls them apply also to other professions...
By Theodore D. Lockwood:

**Creative Survival in a Tumultuous World**

(continued from page 1)

are automatically open to college graduates—a dubious assumption at any time, but particularly when college graduates go because parents and family expect them to earn a college degree. In short, there are many students who simply would not be attending a college or university. For such individuals, other alternatives must open. In many cases, "in-service" training programs and special technical training programs would be a much better choice.

In the case of individuals who are not ready to make a career decision after leaving high school, service in the Armed Forces, Peace Corps, or Vista might be a better option. The labor market must also change its attitude toward providing significant job opportunities for those under twenty-one.

But most important, as we encourage people to consider higher education, we must be very careful not to attach a stigma to those without college degrees and to use the same kind of label that is always possible to enter a college at a later time if that seems desirable.

For there is another side to the question of who should go to college. While there are many who have erred in the decision to become college students, there are also many who sincerely want a college education but whose occupations or family responsibilities prevent their attendance.

Persons with full-time jobs are unable to enroll in day-time courses, and often find night school a burdensome and interminable process. Mothers have heavy responsibilities in that regard, and it is possible for such individuals to pursue a college education on a regular basis. We must make it possible for such individuals to pursue a liberal arts education since the "role should be expanded to include assistance in that respect.

The rationale of the liberal arts education is not that it is relevant to any specific career, but to life in general in a rapidly-changing, confusing, and sometimes frightening world. It is our task to teach individuals to better understand that world so that they may make intelligent judgments about themselves, their society, and the rapidly-changing, confusing, and sometimes frightening world. It is our responsibility to foster their need to know, and help them to recognize that education is not just relevant to making a living, it is an essential ingredient in living a humane and judicious existence.

---

*...there are many who sincerely want a college education but whose occupations or family responsibilities prevent their attendance.*

---

*The liberal arts college provides an environment and resources, in the form of a faculty and library, that can assist*...*in service*...*training programs and special technical training programs would be a much better choice.*

---

*The labor market must also change its attitude toward providing significant job opportunities for those under twenty-one.*

---

*But most important, as we encourage people to consider higher education, we must be very careful not to attach a stigma to those without college degrees and to use the same kind of label that is always possible to enter a college at a later time if that seems desirable.*

---

*For there is another side to the question of who should go to college. While there are many who have erred in the decision to become college students, there are also many who sincerely want a college education but whose occupations or family responsibilities prevent their attendance.*

---

*Persons with full-time jobs are unable to enroll in day-time courses, and often find night school a burdensome and interminable process. Mothers have heavy responsibilities in that regard, and it is possible for such individuals to pursue a college education on a regular basis. We must make it possible for such individuals to pursue a liberal arts education since the "role should be expanded to include assistance in that respect.*

---

*The rationale of the liberal arts education is not that it is relevant to any specific career, but to life in general in a rapidly-changing, confusing, and sometimes frightening world. It is our task to teach individuals to better understand that world so that they may make intelligent judgments about themselves, their society, and the rapidly-changing, confusing, and sometimes frightening world. It is our responsibility to foster their need to know, and help them to recognize that education is not just relevant to making a living, it is an essential ingredient in living a humane and judicious existence.*

---
appropriately so—society. Education and investing in higher education is not even a priority, economically, socially, politically, or culturally.

Mr. Cleary himself acknowledges this. He says at one point that, if our educational system "had not reacted" to demands of consumers, "we would have broken down." That is simply another way of saying that our educational institutions are run out of fear that they are likely to take their shape and style from that society. It can be taken for granted that this is not especially true of public institutions.

Just how close and direct the relationship between society and our colleges can be, is suggested by Mr. Cleary's own testimony. He places great (I would say even erroneous) emphasis on one function of higher education: That of helping people improve their economic station in life. Over and over again, he refers to unemployed graduates, and a disjointed relationship between supply and demand for trained manpower.

Well, who sets the educational requirements for employment? Who has held the purse strings out of which the wages are paid? Who has urged the young "to enter college" because a degree promises to make them attractive to employers? Certainly not the educators. It is, as Mr. Cleary concedes, "governments, professional societies and other powers that determine employability."

My father once took and passed the Massachusetts Bar Examinations, but was denied admission because he had neither a college degree nor a high school diploma. A profession bent on "raising its standards" (and controlling competition?) made the rules, not educators.

But that's not true only of the "intellectual community." How realistic are the requirements set by trade unions? Did engineering schools kill the SST or close the Boeing plants, or put the squeeze on United Aircraft? Can it fairly be said that educators caused engineers to be unemployed by producing too many of them? (As for Mr. Cleary's unemployed Ph.D. in English, my guess is that there are several public colleges in the State that would have liked to employ him, if the Commissioner of Finance and Control would just let them spend the money appropriated for faculty hiring.)

The fact is that a great big, complex society is the bellows and the damper of the fires of higher education.

...a great big, complex and disconnected society, and the damper of the fires of higher education.

...We want them to produce... productive, happy followers.

...age 16 are in fact, child labor laws. Now, with something approaching 10 million people enrolled in colleges, we're effectively delaying the entry of that many people into the work force.

But I'm doing just what John Cleary has done—dwelling on a single dimension of higher education: Its role in the job market place and its ties to the economy. Let's look at a couple of other dimensions.

There are those students who "determine two years of Swahili," even though "there is little demand in the world of employers for a scholar of African language." (It is among other things, a highly untoward illustration. An Afro-American might as well ask a Cleary if there is much demand among employers for a scholar of Irish language or literature.)

It's quite inaccurate to classify the study of Swahili as having "little real educational value" (unless, of course, you're still looking at college as a factory that produces links for the manpower chain.)

And then there are those freaks who continue to study Shakespeare and F. Scott Fitzgerald "beyond the demand for scholars.

What (to bring us back to a conceivable dimension or purpose of education) if they simply want to study Shakespeare, Scott or Swahili? What if they find such study pleasurable or stimulating?

What if they find that in a study of their culture, whether it be Elizabethan English or Black African or Wasplish hedonism, they learn to understand themselves better? Is it not possible that reading that aesthetic over-studied Old Testament still offers some profoundly important benefits even though it doesn't count for much "in the world of employers"?

In China and in the Soviet Union, we are told, students must study in fields important to the State, to its industrial and scientific development. We call those "closed" societies partly, I suppose, because of this.

But in the American tradition, even eccentricies with a taste for Shakespeare are allowed to indulge their fancy in learning.

It may be that some Americans want to abandon the tradition of individual self-direction in learning, or to dismiss "unproductive" or "irrelevant" those studies that do not meet an economic test; but I'm not among them.

Nor, I am sure, is John Cleary. He, like so many Americans, is alarmed by the rising costs of education, bewitched by its size, and troubled by its increasingly diffuse and complex, multiple purposes. He knows as well as anyone that we can't go back to "an automatic machine;" he knows that the world today will not tolerate an "elitist" system of colleges; and he knows that with 10 million students, we aren't simply "training leaders."

He knows that quite apart from what educators aspire to, the society that created and that sustains our colleges and universities, looks to them for many things—different, competing, sometimes even contradictory things. Just for starters, society expects the modern university to:

1) prepare people for jobs
2) help increase the opportunity for equality in a free society
3) train leaders in all walks of life
4) prepare future teachers
5) provide society with new information and ideas through research
6) perpetuate its culture and heritage
7) nurture creativity
8) provide a sanctuary for independent thought and criticism
9) occupy (and if possible counsel) the will of a free, complex, diverse and affluent society.

In a society that can't or won't accept equality of its leaders, assistant leaders, and productive, happy followers. We want them to provide intellectual skills
11) help adults maintain their knowledge and skills
12) provide professional support to worthy community projects.

No institution given that broad a charge from society can effectively defend itself against those whose interest centers on only one or two of these particular expectations. Mr. Cleary, for example, fears that numbers 3 and 10 are being neglected, because too much effort and energy is being expended on the others. But a moment's reflection satisfies us that others think too much attention is being given to these "elitist" and "establishment" objectives.

In fact, we want our universities to provide intellectual skills and practical knowledge. We want them to produce leaders, assistant leaders, and productive, happy followers. We want them, some have alleged, to be all things to all people. Certainly the tone of Mr. Cleary's article suggests that the University ought to reconcile conflicts that exist, unreeconciled, in society at large. "How to lead an egalitarian society" or "how to accommodate in one society both excellence and mediocrity," are questions for all of us; they are not uniquely the concerns of educators.

Our universities and colleges have struggled, and with notable success, to do the will of a free, complex, diverse, and affluent society. The society has now come upon a period of uncertainty and confusion of purpose. It is not surprising that, seeing its bewildered expression mirrored in one of its favored creations, society is tempted to strike out at the looking glass.

To cure the ills of higher education, it is required only that Americans at large develop a clearer sense of common purpose; or alternatively (and more probably) that they learn to live with the fact of multiple purposes and objectives, to be tolerant of some values they do not themselves espouse, and determine to savor the rich satisfactions that accompany the problems of a diverse world.
Many Trinity Alumni Honored at Annual Reunion-Homecoming

EIGENBRODT WINNER - Andrew Onderdonk '34 (right) is congratulated by President Lockwood on being the 34th recipient of the Cup. He is the fourth member of his class to be so honored.

THE JEROME KOHN AWARD, presented to the class with the highest percentage of its members returning to Reunion, went to the Class of 1972 and was accepted by Dr. Robert G. Reynolds.

THE 1934 ALUMNI FUND TROPHY, awarded to the class with the highest point score in the Alumni Fund, was presented to John A. Mann who accepted for the Class of 1934.

THE BOARD OF FELLOWS BOWL, awarded to the class with the best reunion spirit, was awarded to the Class of 1942 and was accepted by Maxwell E. Hagedorn (left). David B. Beers '57, president of the Board of Fellows, made the presentation.

THE JEROME KOHN AWARD, presented to the class with the highest percentage of its members returning to Reunion, went to the Class of 1972 and was accepted by Dr. Robert G. Reynolds.

THE BOARD OF FELLOWS BOWL, awarded to the class with the best reunion spirit, was awarded to the Class of 1942 and was accepted by Maxwell E. Hagedorn (left). David B. Beers '57, president of the Board of Fellows, made the presentation.

PAST VARSITY CAPTAINS AT REUNION - (left to right) Rheinhold E. Nordlund, football 1921; E. Edward Cram, baseball 1921; Frederick T. Tansill, basketball 1921-22; and Dr. Robert G. Reynolds, baseball 1922.

50TH REUNION FOR THE 1922 FOOTBALL TEAM - (left to right) Nels Valerius '25, guard; John R. Reitemeyer '21, assistant coach; Samuel C. Walter '25, end and fullback; John D. Woolard '21, tackle; Paul J. Norwood '23, halfback and kicker; Stanley P. Miller '23, end; The Right Reverend Conrad H. Gerner, manager; Raymond A. Montgomery '25, quarterback and halfback.

THE GEORGE CAPEN TROPHY, awarded to the outstanding Alumni Area Association, was presented by President Lockwood (right) to Brenton W. Harris '50 who accepted on behalf of the New York Area Association.

ALUMNI ACHIEVEMENT AWARD - Frank Fasi '42 (right), recently re-elected Mayor of the City and County of Honolulu, is presented the Alumni Achievement Award by John T. Wilson '79, president of the Alumni Association. Fasi also received an award as the alumnus who had traveled the farthest to attend the Reunion/Homecoming.

THE GEORGE CAPEN TROPHY, awarded to the outstanding Alumni Area Association, was presented by President Lockwood (right) to Brenton W. Harris '50 who accepted on behalf of the New York Area Association.

ALUMNI MEDALISTS - (left to right) Allyn A. Martin '53, a dentist and a member of the Hartford City Council; James P. Murray '53, nationally syndicated sports columnist; and Lieutennant B. Phleger '19, a Boston attorney and civic leader.

OLDEST PRESENT - For the second year in a row, Allen R. Goodale '05 was named the oldest alumnus present for the traditional Field House luncheon during Reunion/Homecoming.

THE 1916 ALUMNI FUND TROPHY, awarded to the class out ten years or less which achieves the best record in the Alumni Fund was accepted by J. Ronald Spryzen for the Class of 1916.
ENGAGEMENTS

1955 PAUL C. CARLSON to Patricia Ann Belden

1960 ROBERT A. ANDREWS to Lucille S. Lyden

1963 JAMES W. WATSON to Ann Blake

1970 JOHN S. MCCOOK to Rosewood Greenwell, October 9, 1972

1971 MAURICE W. VILLIANO to Helen M. Bacon, July 13, 1971

1966 CHRISTIAN F. ROLPHING to Marlene M. Mahl, June 27, 1966

1976 JOHN E. DOMBRISKO to Julie Ann A. Borowicz, June 27, 1976

1979 JEROME P. GOLUM to Karen Taylor Lash, September 2, 1979

1980 KIRK MARCKWALD to Stacey Coates, November 11, 1980

FRANKIE STORELL to Mary Savonne

BIRTHS

1948 Mr. and Mrs. Phillip D. Davidson, daughter, Wendy, September, 1948

1960 Mr. and Mrs. Noel C. Conant, daughter, Patricia Anne, July 15, 1960

1962 Mr. and Mrs. Jim H. Harriman, daughter, Kristina Margieta, August 21, 1962

1963 Dr. and Mrs. George Dillon, Jr., daughter, Jessica Connella, September 13, 1963

1965 Dr. and Mrs. Daniel Turck, son, Jeffrey David, September 14, 1965

1967 Mr. and Mrs. Winthrop H. Segur, son, John A., July 7, 1967

1969 Mr. and Mrs. George Khoury, son, August 15, 1969

1970 Mr. and Mrs. John Lemore, son, Gregory John, August 28, 1970

1970 Mr. and Mrs. George Daniel, daughter, Jean Richard, August 17, 1970

1970 Mr. and Mrs. Jack F. Berry, daughter, Angela Margaret, March 17, 1970

1971 Mr. and Mrs. Robert Johnson, daughter, Emme Maria, April 24, 1971

1971 Mr. and Mrs. George Larson, son, Alan, June 23, 1971

1971 Mr. and Mrs. Jonathan E. Oko, son, Steven Daniel, October 9, 1971

1971 Mr. and Mrs. Colin Snod, son, Colin Emmett, August 26, 1971

1971 Mr. and Mrs. John True, Jr., niece, Jennifer, September 20, 1971

1972 Mr. and Mrs. Charles Weston, daughter, Patricia Louise, August 8, 1972

1972 Mr. and Mrs. James A. R. Harlow, daughter, Ellen Elizabeth, January 3, 1972

1972 Mr. and Mrs. Raymond A. Springer, daughter, Amy Elizabeth, June 12, 1972

1972 Mr. and Mrs. Frances McMillin, daughter, Colleen, September 26, 1972

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mrs. Henry W. Valentine and his wife went on a three-week tour of the French in August

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Clinton F. Bell RED No. 1, Box 28D Tallahassee, FL 32300

1972 Mr. and Mrs. Henrik L. Vestlind and his wife went visiting the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.

1972 Mr. Thomas A. Cope of 414118 and his wife have been seeing the U.S. John reports visiting many of the National Parks in South Dakota and Wyoming. He was most interested in the extensive development of the Mormon Tabernacle in Salt Lake City.
Mr. John L. Bone - 50 State St.
Mr. Paul J. Kinney - 27 Walbridge Road
Mr. Frederick A. Gelderman - 29 Sycamore Ave.
Mr. Charles J. Tenney - 2 Innaree Ave.
Mr. Carl E. Steddell, Jr. - 590 State St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. Stephen G. Romaine - 351 Farmington Ave.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. NORMAN MIRKUS - 43 Wall St.
Mr. John H. Darcey - 150 Farmington Ave.
Mr. Edward A. Montgomery, Jr. - 110 First St.
Mr. Jeffrey W. Snodgrass - 434 First St.
Mr. John F. Klinger - 211 State St.
Mr. Arthur A. Peterson - 1245 East Main St.
Mr. Beverly N. Cains
San Antonio, TX 78209

JOHN BAILEY is working towards an M.A. in education with a specialization in special education. Last year he taught retarded adults for the New Haven Board of Education.

ROBERT R. DODNER, M.D., who is presently chief resident in radiology at the University of Vermont College of Medicine, has completed the fellowship in neuroradiology.

WINTHROP RICHARDSON teaches special education at the Ellington High School (Conn.).

Mr. David J. Gayhll
2803 Brightwood Ave.

JOHN L. MEHANA has recently been appointed chairman of the School of Law and the College of Law of the State University of New York at Albany.

Mr. Charles J. Oldham
502 Bowdoin Rd.

Dr. Randolph Le.
Office of College Counseling
Trinity College

Bethesda, MD 20814

Dr. Charles F. Armitage

Thank you very much for your cards and notes. At this time I have a pile of some 50 to 75 notes and letters, so W. Butler, I must pass some of these issues to get through all of them.

JOHN TRUE and his wife Pamela are living in Berkeley where John is a first-year law student at the University of California. He has finished three years in Afghanistan as a Peace Corps volunteer. Six-month-old Jane Niles was born last summer in Kandahar, Afghanistan, to John and Jane. John is a specialist in institutional investment policy with the State of Connecticut.

BOB JOHNSTON, his wife, Mary, and ten-month-old daughter, are now living in Chapel Hill, North Carolina last month when he had just accepted a position with the Psychology Department at the University of North Carolina at Chapel Hill.

RICH RISSEL is studying at the University of California at Irvine in preparation for admission to dental school next fall. He left the Marine Corps last March, a month after his daughter, San, was born February 6th.

BILL CARLSON keeps himself just a bit busy fixing his father-in-law’s 1941 model at the same time finishing full-time at Yale in the French Department where he is studying French literature. His wife, Mary, is presently on the staff at Longmeadow, a girls’ school near New Haven. Bill is a specialist in institutional investment policy with the State of Connecticut.

BOB JOHNSTON, his wife, Mary, and ten-month-old daughter, are now living in Chapel Hill, North Carolina last month when he had just accepted a position with the Psychology Department at the University of North Carolina at Chapel Hill.

COLUM STINOS is working in his new corporate job as a management consultant in San Francisco. He is the second child in a family of four, and was born in Germany, and their first daughter, Tania, was born in January.

NORRIS writes that he’s a portfolio manager for the Trust Department at the Second National Bank of Washington.

BILL CARLSON keeps himself just a bit busy fixing his father-in-law’s 1941 model at the same time finishing full-time at Yale in the French Department where he is studying French literature. His wife, Mary, is presently on the staff at Longmeadow, a girls’ school near New Haven. Bill is a specialist in institutional investment policy with the State of Connecticut.

BOB JOHNSTON, his wife, Mary, and ten-month-old daughter, are now living in Chapel Hill, North Carolina last month when he had just accepted a position with the Psychology Department at the University of North Carolina at Chapel Hill.

COLUM STINOS is working in his new corporate job as a management consultant in San Francisco. He is the second child in a family of four, and was born in Germany, and their first daughter, Tania, was born in January.

NORRIS writes that he’s a portfolio manager for the Trust Department at the Second National Bank of Washington.

BILL CARLSON keeps himself just a bit busy fixing his father-in-law’s 1941 model at the same time finishing full-time at Yale in the French Department where he is studying French literature. His wife, Mary, is presently on the staff at Longmeadow, a girls’ school near New Haven. Bill is a specialist in institutional investment policy with the State of Connecticut.

BOB JOHNSTON, his wife, Mary, and ten-month-old daughter, are now living in Chapel Hill, North Carolina last month when he had just accepted a position with the Psychology Department at the University of North Carolina at Chapel Hill.

COLUM STINOS is working in his new corporate job as a management consultant in San Francisco. He is the second child in a family of four, and was born in Germany, and their first daughter, Tania, was born in January.

NORRIS writes that he’s a portfolio manager for the Trust Department at the Second National Bank of Washington.

BILL CARLSON keeps himself just a bit busy fixing his father-in-law’s 1941 model at the same time finishing full-time at Yale in the French Department where he is studying French literature. His wife, Mary, is presently on the staff at Longmeadow, a girls’ school near New Haven. Bill is a specialist in institutional investment policy with the State of Connecticut.

BOB JOHNSTON, his wife, Mary, and ten-month-old daughter, are now living in Chapel Hill, North Carolina last month when he had just accepted a position with the Psychology Department at the University of North Carolina at Chapel Hill.

COLUM STINOS is working in his new corporate job as a management consultant in San Francisco. He is the second child in a family of four, and was born in Germany, and their first daughter, Tania, was born in January.

NORRIS writes that he’s a portfolio manager for the Trust Department at the Second National Bank of Washington.
School of Medicine in May 1973.

J. JEFFREY REID has been promoted to assistant professor of surgery, and will assume his new responsibilities on July 1.

JACK HENRY has a job at the Chase Manhattan Bank, where he will work in the consumer credit training department.

MARGARET J. WILSON, a graduate of First-Year Honors at Harvard Business School, he expects to receive the M.B.A. degree in June.

PETER T. WILES teaches English at the Round Hill School, in Easton, Connecticut, and also coaches senior boys' and girls' tennis. A B. A. in English from Hobart, he earned his M.A. in English from Yale University in 1964.

WILLIAM S. WILLIAMS (M.A. '45) reports that he just returned from a sabbatical in Italy, Portugal and Wales, after 23 years as teacher in that country. He lived in Castelnuovo di Porto, Italy, where both he and his wife are professional teachers. He has three children, probably the smallest (and the only secondary school student) being his son, HENRY E. AGOSTINELLI, recently appointed as coordinator of the football team at his school on Special Reserve, State of Connecticut. He is a member of the Connecticut State Interfraternity Council and the Connecticut State Interfraternity Council and the Connecticut State Interfraternity Council.

LEWIS HALL RABBITT, 1930

LEWIS H. RABBITT of Petersham, Massachusetts, died while visiting friends in New London, Connecticut, on December 18, 1972. He traveled thousands of miles annually to collect and display postage stamps.

They were a nationally known team of stamp dealers, and were active in a number of stamp clubs throughout the country. In 1918 they founded the Connecticut Historical Society, and the group continued its work on the society's behalf until the time of their death. They were a nationally known team of stamp dealers, and were active in a number of stamp clubs throughout the country. In 1918 they founded the Connecticut Historical Society, and the group continued its work on the society's behalf until the time of their death.
Basketball:

A vastly improved Trinity varsity basketball team took second place in the Third Annual University of Hartford-Trinity College Invitational Basketball Tournament which was hosted at the Ferris Athletic Center December 1-2.

The Bantams suffered through a dismal 3-15 season a year ago and were picked for last place in the Tourney which featured Wesleyan, Central Connecticut State College and the University of Hartford.

In the first night's action, the Bants fought back from an eight point halftime deficit against Wesleyan to take a 64-61 victory. Although Tim shot a poor 32% from the floor for the entire game, a 63-36 rebounding edge gave the Bants 17 more shots from the floor (84-67) than Wesleyan.

Junior Nat Williams led the team in scoring (20) and rebounding (16) in the season's first game and was a unanimous choice in the balloting for the All-Tournament Team. Junior Bill Fenkel led the team in scoring last winter and was the team's only other player in double figures with 12 points.

The hero of the evening, however, was freshman Wayne Sokolosky who hails from Branford, Connecticut. Under a rule by the New England Small College Athletic Conference, Trinity was allowed to "waive" the Conference's freshman eligibility prohibition for varsity teams in order to bring the varsity squad up to a 10 player minimum.

Coach Robbie Shults brought up the 6-3 forward from the frosh team as his tenth player. His choice paid off when he sent Sokolosky into the opening minutes of the game with Trinity holding a narrow lead. The precocious freshman proceeded to put in three critical foul shots, block a Wesleyan field goal attempt and win an important tap after a jump ball to assure a Trinity victory.

In the Championship round - the first that Trinity has participated in since the Tourney's inauguration - the Bantams took on heavily favored Central Connecticut which had fought back from a 15 point deficit to defeat the University of Hartford 69-67 the night before.

The Bants trailed 36-31 at halftime as Nat Williams (14) and sophomore Jim Sumler (10) did most of the scoring.

Central Connecticut opened up a 56-40 bulge midway through the second half and was able to blurt a Trinity rally to record a 79-69 victory and take the Tournament championship in its first try.

Nat Williams again finished as the team's high scorer with 22 points while Bill Fenkel was tops in rebounding with nine. Wesleyan defeated Hartford 77-72 in the Consolation Round for third place.

Not only was the Tournament a success for the varsity, but the two days of action brought over 1500 spectators to the Athletic Center each night.

GOALIE CHARLES NORRIS makes one of his 46 saves credited to him in the 6-4 loss to Worcester State College. Norris is a four year starter on the Hockey Club and is one of the team's co-captains for a second consecutive year.

Hockey:

The Hockey Club bounced back from an opening night defeat at the hands of the University of Connecticut (6-1) to record convincing victories over MIT (7-2) and Nichols College (5-2).

Coach John Dunham has a good number of veterans back from last winter's 7-7-2 team. In the team's opening match, only an outstanding performance by senior goalie Charles Norris prevented a much wider margin of victory as U. Conn. outshot the outmanned Bants 52-24. Freshman Jim Withall scored the team's only goal of the night.

Squash:

With as many as four sophomores in the top nine and the team's top two players off campus for the fall semester, Coach Ray Dath's varsity squash team is taking its lumps in the early going.

Senior Dave Schimmer was the squad's only victor in an 8-1 opening loss to MIT as he defeated the Engineers' Lance Huling, 16-17, 15-12, 9-15, 15-12, 18-17. In the team's only other match to date, Trin was shut out by a powerful U. S. Naval Academy contingent, 9-0.

Whitey Cook's freshman raucemates took the first six matches in defeating the MIT Frosh 6-3. Number one Mal Owens, who recently captured the Connecticut State Junior Squash Championship, defeated his opponent 15-11, 16-1, 15-1, 17-8, and 15-7 while number two Charlie Stewart and number three Tim Cleary salvaged two straight games from their opposite numbers.

Football, Soccer Teams Elect Captains, Break With Tradition

Bob Andrian is a Wethersfield, Conn. product and is the son of Trinity's Professor of Modern Languages Gus Andrian '40. The sophmore started at forward for the 2-7-1 Bants this fall. Don Hawley is a junior halfback from Winchester, Mass. and was in the starting lineup early in the season before suffering a broken ankle.

Senior goalkeeper Bob Glazy was the recipient of the Coach's Award as the team's outstanding defensive player.

Mooney is a West Hartford native and has been in the starting lineup for two years at offensive tackle for Trin while wide receiver Ron Duckett has enjoyed two excellent varsity seasons in a Trinity uniform. The Philadelphia resident was one of the nation's leading receivers as a sophomore and finished seventh in the country this season with 46 catches for 723 yards and seven touchdowns.

Bob Andrian is a Wethersfield, Conn. product and is the son of Trinity's Professor of Modern Languages Gus Andrian '40. The sophomore started at forward for the 2-7-1 Bants this fall. Don Hawley is a junior halfback from Winchester, Mass. and was in the starting lineup early in the season before suffering a broken ankle.

Senior forward Jim Whithall was the 1972 recipient of the soccer team's Most Valuable Player Award while junior goalie Bill Lawson was named the Most Improved Player.

Junior Fred Francis was elected 1973 cross-country captain. He is a graduate of Springfield Tech (Mass.) and has been a member of the team for three years.