THE CLASS OF 1976

Approximately 500 freshmen, the largest class to enter Trinity, reported to the campus Thursday, August 31, for a week of orientation. The class includes 198 women as the College begins its third year of coeducation and its 150th academic year.

Last year's freshman class numbered 397 (157 women, 240 men) with an approximate 20% increase in enrollment in the Class of 1976.

150th Anniversary

October 1, 1972

To All Alumni, Parents, Students, Colleagues and Friends of the College:

With the arrival of the Class of 1976 and the first cracking of books last month, Trinity began her 150th year, an anniversary well worth celebrating. The College has come far since those first days in 1823 when the faculty numbered only six and the student body nine. And despite the serious pressures on higher education — and Trinity — which I have discussed on other occasions, I am confident for the College's future. With careful management and strong support, Trinity will continue to thrive, to maintain a fine faculty, and to draw outstanding students.

May 16, 1973, is the 150th anniversary of the signing of the College's Charter, and several days of celebration are being planned for that period. In addition, various events throughout the academic year will be designated as 150th Anniversary Events. The College Seal, which is printed at the top of this issue of the Trinity Reporter, has been redesigned for the anniversary year.

This is an occasion to take especial pride in Trinity. We hope you will join with us in the various forms of celebration which will take place this year, and let your loyalty show for a College we feel is growing more graceful with age.

It will be a good year.

Cordially,

Theodore D. Lockwood
President

Ralph S. Emerick Takes Over As Trinity's Head Librarian

Ralph S. Emerick, librarian at Hobart and William Smith Colleges, Geneva, N.Y., has been appointed Head Librarian and College Professor at Trinity, succeeding Donald B. Ingley, who has become Associate University Librarian at Yale.

A native of Franklin, Ohio, Emerick received a B.A. degree from Xavier University in 1951, an M.A. from the University of Cincinnati in 1952, and an M.L.S. (master of library science) from the University of Michigan in 1956.

He was assistant then associate librarian at Lawrence University, Appleton, Wis., from 1956-64; library director at Stephens College, Columbia, Mo., from 1964-67, and librarian at Hobart and William Smith from 1967 until this year.

He is a member of the American Association of University Professors and the Modern Language Association. His wide range of experience includes acquisition work and cataloguing, administration, and audio-visual. He was involved in the substantial expansion of the Stephens College Library and in planning for a new building as well as expanding the staff and collections at Hobart and William Smith.
last year and Raymond Johnson who was assistant-associate in Trinity for one semester.

Dr. HARVEY S. PICKER, assistant professor of physics, was a visiting assistant professor of physics, a full academic position, at the University of Maryland at College Park last summer. His duties included research and the examination of a doctoral thesis. He also contributed a paper to be read at the International Conference on "Few Particle Problems in the Nuclear Interaction," sponsored by the International Union of Pure and Applied Physics at Los Angeles in August.

At the June meeting of the Trustees' Executive Committee the reappointment of three department chairmen was announced. Dr. GEORGE B. COOPER, who was appointed Chairman of the History Department in 1964, was reappointed for a period of three years to July 1975. Dr. RICHARD SCHREUL, who was appointed Chairman of the Economics Department in 1967, has also been reappointed for a period of three years to July 1975. Dr. WALTER J. KLIEZAK, who has served as chairman of the Mathematics Department since 1967, was reappointed for a one-year term to July 1973.

RUB-A-DUB-DUB - It wasn't Washington crossing the Delaware, but Athanson crossing the Connecticut. His craft pulled by four Trinity oarsmen, Hartford Mayor George A. Athanson "invaded" East Hartford Sept. 12 to protest legislative action which moved the city's boundary from the eastern shore to the middle of the river. Wearing a tricorn and cape, and carrying Hartford's new gold flag, the mayor pledged the city "would not be sold down the river." Trinity oarsmen were Dave Brown '73, Rick Ricci '73, Charlie Plissm '74, and Tom Martin '75. A corps of pressmen followed the mayor's antics in two boats provided by the Trinity crew.
Student Activities

In 'Renaissance'

The use of College facilities last year declined slightly from 1970-71— with 2,608 events held, down from 2,651— but gross staff range increased significantly. Shilkret attributes this to the fact that the events became more complex, according to a report by D. A. Shilkret, dean for student services.

Shilkret noted an increase in requests for meeting and lecture space, and a decrease in the use of space for space for space for space for space, rehearsals, interviews, tutoring and recruiting.

More dances and fewer cultural events were held, Shilkret observed.

Last year was "a renaissance year for student activities," Shilkret reported. "Many nearly defunct group activities like rock hops and mixers and the like had a busy social calendar of nearly-deadly events, concerts and parties. The Women's Organization and the Trinity Coalition of Blacks had busy weeks for a variety of events and other organizations sponsored numerous lectures and discussions."

Foreign

(from page 1)

registered in some institution of higher learning outside of the United States.

At Trinity, the number of students who went abroad increased, and even a decade ago—was not large enough to warrant keeping separate records. Vice President Thomas A. Smith recalls that in the 1950's, "about a handful" of Trinity men went abroad; on what he called an "informal basis." In the early '60's, the number grew to about 10 or 12, he said.

By the late '60's, foreign study was in full swing, and, non-stop, and Trinity experienced a similar surge in interest. In 1969-70, there were 15 students abroad. In 1970-71, the number dropped to nine. But in 1971-72, the year just ended, there were 60 Trinity students abroad. For the current academic year, there will be 89, studying in 16 foreign lands.

Forty-one of them will be in Rome, studying for a semester at Trinity's Rome Campus, under the direction of Professor Michael Campo, chairman of the Department of Modern Languages and Literatures. The Trinity College/Rome Campus was started last year as a summer program and, like foreign travel in general, has grown in popularity. Besides the 41 Trinity students, 10 students from other colleges will be studying at the Rome Campus.

The other 48 Trinity students will be in France, Spain, Greece, Germany, Italy (in programs other than Trinity/Rome), Belgium, Holland, Austria, Ethiopia, Switzerland, and the Philippines.

Interviews with a few of the students give some insight into what foreign study can mean, and the variety of reasons that those on the go have for going abroad.

Christopher Merrow, of West Hartford, is attending the Rome Campus. Merrow, 20, of West Hartford, was an English major, after two years at the College, he "just had to get out," to "avoid falling into a rut." He feels that his English major was "radical change in my physical environment," but doesn't want to "pull up roots and simply leave." He sees the Trinity College/Rome Campus, "with its loosely structured academic environment accompanied by the simple fact that it is thousands of miles from the cozy confines of Hartford," as his answer.

But, he adds, he isn't going abroad as a tourist. A tourist, he says, "can only view a country superficially and its people not at all. Going to Europe as a student, on the other hand, enables an individual to gain more than just a cursory insight into a way of life different from his own. Exposure to diverse experience affords an individual an excellent opportunity for both intellectual and emotional growth," a kind of growth which is only possible abroad.

"One learns through experience," Merrow says. "Or better yet, experience is learning; and I feel that an individual with a real desire to learn should open himself up to as broad a range of experience as possible. This is perhaps the main reason I choose to go to Rome."

Carla Johnson, 20, of Andover, Mass., is in Nantes, France, to study at the Institute of European Studies Program. She says she has two main reasons for going: "First, I am looking forward to completely immersing myself for five months in the life and culture of France." Second, she wants to become fluent in French.

She also adds she has "come to the realization that this is the one opportunity of my entire lifetime. I will have to be a student among students in a country other than my own--too potentially rewarding an opportunity, I feel, to be missed."

Miss Johnson is staying with a French family, rather than living in a dormitory, because she feels it is the "best way to become familiar with the life style and customs of a foreign country." She also says she is going to Nantes, rather than Paris, because in the smaller city she will "learn more of French life than I would in the more cosmopolitan setting of Paris."

Two others also attending the Rome Campus are Gail Burns, 20, of Woburn, Mass., and Nancy Bruckner, 19, of Thomaston, Ill. Miss Burns, a studio arts major, wants to learn Italian, but most of all, she wants to take advantage of the fact that "Rome is one of the best places to be for studying art history." She adds that her teachers in Rome will more than supplement the instruction she gets in Hartford.

Like Merrow, she says that she is "very restless now" and looking forward to a "much-needed rest from routine from...the regular college scheduling." She will also use Rome as a jumping-off point for travel in other European countries.

Hartford Consortium for Higher Education (see VOGEL, page 4)

Dr. Robert Vogel

Named Director of Consortium

Dr. Robert M. Vogel, former dean of Trinity College and president of Bradford College, has been named the first executive director of the Greater Hartford Consortium for Higher Education.

The appointment is effective immediately. The Consortium, founded this year, is a cooperative educational venture involving Trinity, the University of Hartford, St. Joseph College, Hartford College for Women, and the Hartford Graduate Center of Rensselaer Polytechnic Institute.

Dr. Vogel was a faculty member and administrator at Trinity from 1947 to 1967, when he left to become president of Bradford.

Dr. Vogel, who served Trinity first as an assistant professor of English, then as director of Evening Studies and Summer Session, as dean of Graduate Studies and finally as dean of the College, earned a reputation as an effective educational administrator.

He originated and developed the Trinity "Transition to College" plan which permitted selected 11th and 12th graders to work for college credit in some undergraduate courses. The innovation was widely emulated at colleges elsewhere.

He developed a program which, in cooperation with several corporations,
ANATOMY OF LITERATURE

Edited by Dr. Paul Smith, Chairman and Professor of English Department, Trinity College and Dr. Robert Foulke, Chairman and Professor, English Department, Skidmore College

Harcourt, Brace, Jovanovich, Inc. 1972, 1,125 pages

Reviewed by Dr. Leo Rokas, Associate Professor of English, University of Hartford

The publication in 1957 of Northrop Frye’s “Anatomy of Criticism” stunned and still stuns the literary and critical world. In the opinion of some observers, Frye’s was the most significant work of criticism since Aristotle’s “Poetics,” published some 2300 years earlier. For Aristotle, the humanities—much as music is organized into certain keys within which an infinite number of compositions can be imagined. But there was a brilliantly poetic, somewhat erudite quality about Frye’s thought and style that left many readers baffled. Frye generalized vastly and exemplified sketchily, adding, with magnificent humility, “there are many questions of where would you put so-and-so?” that cannot be answered by the present writer. Since 1957, Frye, who is a University Professor of Massey College at the University of Toronto, has published a number of small books, mostly collected lectures, which may be taken as introductions to or applications of his big book, but not directly or fully enough explanations of it.

Now two professors and critics, colleagues at Trinity College until Dr. Foulke moved to Skidmore, have done much of the thought and fleshed out much of the system that Frye’s “Anatomy” left in shimmering uncertainty. Because their work is an antimetaphysical exercise, the authors had to take their stand on literary examples from English and American literatures; they introduce and amplify, order the sections of their book, which realize Frye’s insights with new and clear explanations and examples. They have centered their attention on Frye’s third essay on archetypal myths, and partly on his first essay on historical modes, the two best received sections of Frye’s book. (Frye’s fourth essay on genres is suggested only in a final “General Table of Contents.”) Frye implies that however many stories, genres, and play can be written, they will all range within a circular system of four myths—the romantic, the tragic, the comic, and the ironic—and these comprise the four sections of the present book. It is difficult to explain how respectful the authors have been to Frye and yet how freely they have felt to amend or simplify his work as they saw fit. Unlike many textbooks, this one gives the impression of an intelligence at work on every page that will report only what can be accepted on its own careful reconsideration. Dr. Rokas sometimes said that he feels his systematic criticism is teachable as early as the elementary school. But teaching even of his broadest sweep of college, have often been reluctant to mention his work. Still some colleges have made real attempts to introduce something of his system. At Trinity the undergraduate curriculum, no doubt through the labors of the present authors, has introduced the four myths from Frye; at the University of Hartford the tragic and comic myths have so far been introduced. Now the four myths are presented and available to all. It is to be hoped this splendid new book will be widely used in colleges. Other teachers and general readers who want to form themselves of the most significant recent advance in criticism will find this book both an agreeable and an enlightening introduction to the subject. Readers of this book will come to a new respect for this academic firr it is sometimes considered, but as the inseparable study of the dimensions of the human imagination.

Vogel (from page 3)

enabled Connecticut youths to take summer courses at Trinity in engineering and philosophy of science. He also served on education at the New England Association of Colleges and Secondary Schools in accreditation work.

In his new post, Dr. Vogel will be the chief administrator for the Consortium, which was organized to pool the resources of the number schools to reduce duplication of efforts, to provide increased services to their students and to the community and to offer a broader selection of courses for students in each institution.

The Consortium, funded under a three-year grant from the Hartford Foundation for Public Giving, is the outgrowth of a limited cross-registration program over the past several years involving students from Trinity, the University of Hartford, St. Joseph College, and the Hartford Seminary Foundation. Under that program, the Intercolligiate Registration Program, students from one college were allowed to register at another college for courses not available at the home institution, and without paying additional tuition. Dr. Vogel will be responsible to the Governing Board of the Consortium, which includes the presidents of the five institutions.

Dr. Vogel, a native of Indiana, was graduated from Wabash College in 1935. His master’s degree was earned at the University of Michigan, and his doctorate in philosophy was awarded by the University of Rochester. Besides his long career at Trinity, Dr. Vogel also taught at Adrian College (Michigan) and the University of Rochester.

Cross Country (from page 16)

teams in the future.

Senior captain Bob Haff is the team’s outstanding performer and a veteran of three years of intercollegiate competition. Second-year runner Rick Ricci is the only other returning letterman.

Among the newcomers, sophomore Marty Dodd and freshman Ruth Veal are outstanding runners. In early season practice sessions, Forbes has been pushing Haff for the top spot.

Another new addition to the cross-country team is freshman Ruth Veal. A Manchester College graduate, Ms. Veal ran cross-country in high school and was the state’s AAU women’s mile champion in 1971. Although she cannot participate in intercollegiate meets, she runs with the team and doubles as the manager.

TRINITY’S FINEST–Dave Brown (left) and Rick Ricci cross the finish line 13 seconds ahead of the competition in the quarter-finals of the Olympic Trials held at Lake Waramaug, Connecticut in July. The Collegiate Championship pairs were eliminated from the competition in the semi-finals.

Rowing Champs Pull Hard Along the Olympic Route

EDITOR’S NOTE: The following is a summary of the rowing events in which Trinity’s National Champion crew pair, Dave Brown ’73 and Rick Ricci ’73, participated this past summer.

On June 3, two Trinity students–Dave Brown ’73 and Rick Ricci ’73 became one of the few small college crews ever to win a national collegiate rowing championship.

Rowing in the final of the pairs without coxswain event at the Intercollegiate Rowing Association’s (IRA) Championships held on Lake Onondaga, New York, Brown and Ricci defeated coxswained crews from the likes of the University of Wisconsin, Yale, Dartmouth, and San Diego State, to win the title with almost no second place separating them from the rest of the field. The race represented a breakthrough for small college crews as a pair from Norris Harvey College of West Virginia–its first entrant even in the IRA Championships–took second place honors.

It was at this point, that the Trinity pair and their coach, Norm Graf, were invited to compete in the Olympic Trials, July 20-22 at Lake Waramaug, Connecticut. In preparation for the trials, the pair rowed in three Elite Class races which were reserved for international level competition.

The first test took place in Philadelphia (as did the other two) in the Schuylkill River Regatta on June 16. The Bantams again rowed away from the competition–U. Penn. and Vesper Boat Club of Philadelphia–to take first place by two lengths.

With another victory under their belt, the pair, who were now practicing on Cape Cod at Coach Graf’s summer house, returned to the Schuylkill River on July 2 for the Independence Day Regatta in which the finest pairs in the Eastern United States were participating. This time Brown and Ricci were not victorious but still took third place.

The final test before the trials was the National Amateur Championships, July 14-15, in which every competitor had already been invited to Lake Waramaug for the following week. Brown and Ricci recorded the fourth best time on the preliminary heats but were not among the six teams chosen for the finals. The pair had placed third in their heat, but under competition rules, only the top two crews from each of the three heats were selected for the final event.

Brown and Ricci got back on the winning trail in the quarter-finals of the Olympic Trials. At the pair easily outdistanced the rest of the field with a Dartmouth tandem taking second place more than 12 seconds behind.

The semi-finals, held July 21, brought the pair up against the finest in the country. The Bantams took fourth place (the first three finishers qualified for the final) and the dream of a trip to Munich came to an end. The winner of the event and the U.S. representatives to the Olympic games were Dick Lyon and Larry Rough of the Stanford (Calif.) Crew Association.

In commenting on the race, Norm Graf said, “The boys and I concurred that they rowed a good race. I think they really accomplished something over the past seven or eight weeks. The true realization of the whole thing won’t settle in for a few weeks. I think this will be even more true for Dave and Rick, because they still are the National Collegiate Champions and have won several medals.”

PARENTS WEEKEND

NOVEMBER 3-5

Special class visits, sports, director’s meeting at the State Capitol, dinner at the Hartford Hilton, panel discussions on academic programs and career opportunities, dance program, carte Harrison, coffee hour at President Lockwood’s home and more.
Again Trinity alumni, parents, business associates and other friends have achieved new levels of generosity with their gifts to the College during the past year. The statistical results are impressive, as you will note from reading the accompanying report. But certainly of equal importance is the personal response of thousands who gave of themselves for Trinity College. It is reassuring to me, as I am certain that it is to you, that so many recognize the necessity to preserve and sustain Trinity as a vital force for learning.

As we all know, successful results just don’t happen; there must be positive resolution and conscientious effort. I salute all who participated in this magnificent campaign—Andrew Onderdonk ‘34, Chairman of the Alumni Fund; Willard W. Brown, Chairman of the Parents Fund; Ostrom Enders, Chairman of the Friends of Trinity Fund; Seymour E. Smith ‘34, Chairman of the Business and Industry Associates; and the scores of other alumni and friends who served in the ranks of volunteers. To those who served and to those who gave, Trinity is profoundly grateful.

Theodore D. Lockwood
President

<table>
<thead>
<tr>
<th>I. Annual Giving for Unrestricted General Purposes:</th>
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<tbody>
<tr>
<td>Alumni Fund .................................. $248,996</td>
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<td>Parents Fund .................................. $88,099</td>
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<td>Business &amp; Industry Associates ............... $60,714</td>
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<td>Friends of Trinity Fund ..................... $23,964</td>
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<td>Foundations .................................. $18,700</td>
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<td><strong>Total</strong> .................................. <strong>$440,473</strong></td>
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<td>Academic Departments and Faculty ..................... $195,859</td>
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<td>Friends of Trinity Rowing ........................... $12,428</td>
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<td>Hockey Association ................................ $3,511</td>
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*Less: Estimate reported last year for The Estate of Charles A. Lewis ’93 $2,000,000 $1,76,536

**TOTAL GIFTS AND PLEDGES FROM ALL SOURCES**  $1,962,101
Annual Giving for Unrestricted General Purposes as of June 30, 1972

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Figures in ( ) = Amount Last Year

TRINITY COLLEGE ANNUAL GIVING 1971-72

* Barclay Shaw, '35 Chairman, Board of Trustees

National Chairman, Annual Giving

ALUMNI FUND Steering Committee

Andrew Onondoron '34, Chairman
Martin D. Wood '42, Vice Chairman
John L. Bonee '43, Distinguished Gifts Chairman
James R. Glassco, Jr., '50, Leadership Gifts Chairman
Ludwick E. Willard, Jr., '53, Special Gifts Chairman
Arthur H. Tildesley '53, Special Gifts Chairman
Scott W. Reynolds '63, Special Gifts Chairman
Benjamin J. Williams '68, Promotions Chairman
Thomas M. Meredith '48, Class Agent Chairman
Lillian N. Kezerian '61, Masters Degree Chairman

PARENTS FUND Steering Committee

William W. Brown, Cleveland, Ohio, Chairman
Ralph T. Taussig, Philadelphia, Pa., Special Gifts Chairman
Richard S. Knapp, New York, N.Y., Past Parent Chairman
Milton L. Levy, Boston, Mass., Class of 1972 Chairman
Francis C. Farwell, Chicago, Ill., Class of 1973 Chairman
Charles M. Barringer, Chadds Ford, Pa., Class of 1974 Chairman
Charles S. Walker, Providence, R.I., Class of 1975 Chairman

BUSINESS AND INDUSTRY ASSOCIATES

Seymour E. Smith '34, Chairman

STUDENT GIVING

Ostrom Enders '73

* Deceased

Class Agents


THE ALUMNI FUND GROWTH RECORD

FISCAL YEAR     AMOUNT RAISED CONTRIBUTORS GIFT AVERAGE CHAIRMAN
1969-70 $11,203 2,830 $39 43 Robert A. Gilbert '38
1968-69 125,635 3,126 109 40 John L. Bonee '43
1966-67 122,436 3,295 156 40 Harry K. Knop '50
1965-66 173,663 2,448 70 94 John T. Wilcox '39
1964-65 171,518 2,251 83 13 John T. Wilcox '39
1963-64 242,834 2,289 99 88 Andrew Onondoron '34
1962-63 248,996 2,925 85 00 Andrew Onondoron '34
The page contains a list of contributors to the Ford Challenge Campaign for the years 1970-71 and 1971-72. The contributions are listed with the names of the contributors and the amounts given. The contributors include notable individuals such as Mr. George E. Romney, Mrs. William W. Shadow, Mr. Robert C. Robinson, and many others. The contributions range from $38,531 to $50,230. The list is organized alphabetically by the first name of the contributor.
President's Message at Annual Convocation

A convocation is a conventional affair. My use of the term "Conventional" is not pejorative as we are in Miami anyway. It is officially opening the 150th year of Trinity College, I am preserving a tradition and the requirements of marks of an inevitable occasion. But the fact that Trinity celebrates its 150th anniversary makes this occasion something unusual, however customary the language of greetings. In welcoming all of you to this occasion, I find that I can write with a few remarks about the old Trinity.

First, it wasn't Trinity. The college began as Washington College on the banks of the Potomac. Grounds where the State Capitol now stands. It overlooked the Potomac River, now not only a difficult to find but also a romantic than early lithographs suggest it may once have been. The Founders lit not that we celebrate the occasion, but with a permit. Although the local papers were appropriately loud in their praise of the occasion, the faculty about to surpass Yale, one dissenter observed that Washington College represented the old, new universities, a pad that would soon pass. He was a bad prophet, for there are now two-and-five-sixth times as many colleges as in 1823.

The trustees adopted the colors of green and white as an emblem; the Blue and Gold came of 1857 drove it up to $50. Among the early heroes was a custodian affectionately known as Professor Jim. His assertion that "if your mind ain't furnished with a good education to go anywhere" well suited as the theme for the talk. Education. One historical footnote:

One of the earliest student protests at Trinity occurred securities on February 1st, 1968. I heard that no one could walk on the lawns. Presumably the same restrictions would have applied to an outdoor convocation.

In the course of this year, we shall have other occasions on which to draw attention to Trinity's history. So for now let us turn to some of the most current and contemporary issues. Or better: to some of those conflicts which are really conflicts in disguise. I'll try to differentiate a college from other forms of enterprise. We dedicate ourselves to liberating the mind, but repeatedly appear to be defending ourselves from financial woes. All too often people expect us to resemble Brook Farm but want us to operate like General Electric.

We are supposed to maintain a placid facade while turning on minds and simultaneously preparing them for corporate efficiency. Actually, these ambiguities really define the circumstances within which we try to carry out our mission.

It is to those circumstances that I initially wish to speak. With complacency, I disregard for the traditional three parts into which all academic lectures are divided, I will discuss four items. They are: The condition of Trinity, instruction, student affairs, and taxation as a form of debt.

1 Trinity is in good shape. Although that comment has all the earmarks of a typical presidential observation at an alumni dinner, I hope it has more substance than that.

We closed the 1971-72 year with a balanced budget. Our revenues covered our anticipated expenses and we were able to take care of some long overdue maintenance. Most gratifying was the response to our capital campaign. We received more gifts for that annual fund-raising effort than ever before in the history of Trinity. We are sufficiently optimistic about this current year that we count on closing the books in a balanced condition again. Careful stewardship explains in part this success at a time when so many colleges are continuing to run deficits. But forebearance is another reason.

That is why Trinity's success has its gray side. We know that, despite the favorable public reaction to our management of resources, there are troublesome features to our situation. Despite annual salary increases, the faculty at Trinity are not as well compensated as their colleagues at those institutions with whom we so often compare ourselves. The patience, the hard work of the Trinity faculty deserve commendation, for in the economist's jargon the faculty have increased their productivity twenty-five percent in four years; that, in gross terms they are handling that many more students per faculty member than they did in 1966.

I hardly want to dwell on such mundane issues, but it does seem that our faculty have not fully understood the obligations of students. I hope we shall achieve better results.

One thought recurs in thinking about financial aid, especially as seen within the context of the College's financial situation. Can we simultaneously improve our ability to hold down overall costs and increase the opportunities for students to meet expenses by using more student labor? Are there jobs which students could perform every bit as well as others and thereby help themselves more easily pay for their education? I am not sure and I do wonder how many students are willing to accept this approach, but I think it is worth exploring and I shall ask the Trinity College Council to review this problem and make any recommendations it considers appropriate.

In other respects also, Trinity is in basically good shape. We now have sufficient curriculum flexibility in the programs begun in 1969 and expanded since then. I am also pleased that, by and large, we have the requisite academic hope that, as part of our 150th anniversary, we can all work together on some new and imaginative project. But I hardly need to add that much remains yet to be done. To those who believe that the capital campaign is finished I shall only repeat that we can only reply that we must preserve one of this country's most attractive concepts: the idea of repair constructive to effective learning.

II If learning is to be effective, there ought to be some consistent goals. Surely there must be a universal quality against which we measure our contemporary configuration of organized learning. Recently Robert Hutchins, once the pukich, boy-wonder president of the University of Chicago, acutely commented: "The substance of learning should be independent thought and criticism, and the purpose of learning be understanding of the world in which we live...What goes on in its institutions should be the life of serious learning: the pursuit of knowledge, some education, some child care, some training, and some vocational certification..."

He could have been referring to us. We talk about a lifetime of learning and then act as if we ran an information center for today's exhibition.

We must revitalize the community of learning. Some of you may recall my earlier convocation talk on "social consciousness" call for a sense of community at Trinity in 1969. The timing was mistaken, for we were no more at ease with psychology than the students were with war. One student remarked, "Mr. President, you don't understand: we do have a sense of community but it has to be the right times."

I hope he is right, for we need to agree in keeping Trinity an independent and intellectually vital community. We need what Robert Wolff has called that "flow of sentiment which makes the preservation of the community an object of desire, not merely a matter of prudence or a command of duty." (Social Consciousness, The Role of the University, p. 127) Of course, that is an ideal, but it still should be our goal to preserve and advance knowledge, to pursue the truth, to enhance collectively our moral aspiration to improve the condition of mankind. That, if you wish, is the religious commitment of education -- not its magnificent temples, honored names, exclusive rituals, and ministering priests.

In this respect some have criticized me for not exerting leadership more vigorously, presumably on the assumption that dicta from over the arch would miraculously create agreement. As an ardent believer in democracy, I have always assumed that we would do better by working forward through less authoritative, more educational, more conscious an approach than allowing the inevitable course of events. But, as I have studied the predicament of the university, to use the title of Professor John K. Ritvo's provocatively written book, I do accept the responsibility of reminding all of us that we shall serve ourselves best by being administrators, not mere agents.

Central to this notion is the matter of instruction and learning.

And here I have some worries. We are pulled in two directions. Teaching in this country is not in as good repair as it should be. On the one hand, we often become carteres as we try to make the material we present "relevant;" on the other, we push yet another reform, this time to push yet another "class" called the "post office" so you may actually get at your box, that you may actually get at your box, and some vocational certification. We dedicate ourselves to the whole, I think that the faculty's throat. Of course, I have never understood these conditions, but there is only one obvious answer: Not this month! But seriously, I see our present task to carry out and enlarge the amount of aid we can offer students at Trinity received some|--|
Mohamed Jibrell, David Lee

Mohamed Jibrell and M. David Lee have been appointed to administrative positions in the offices of community life and student services. Jibrell, who will be assistant dean of Community Life, will also be a lecturer in African social and political thought. He served as a special assistant in the Office of Community Life and as a lecturer in Non-Western Studies.

Jibrell has taught at the University of New Haven, Central Connecticut State College and the Somali Public Institute in Mogadiscio. He has coordinated cultural and language training programs for Peace Corps volunteers in Somalia and worked as program writer for the South Arsenal Neighborhood Development Corporation of Hartford.

Jibrell is a member of the Board of Directors of the Community Film Workshop, Inc., the African Studies Association and the Association of African and Black-American Studies.

Lee, who will be assistant dean for student services, received a B.A. from Pacific Lutheran University and an M.A. in college union administration from New York University.

He is listed in Who's Who in American Colleges & Universities.

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Convocation

(from page 13)

we can perpetuate a middle-aged insensitivity equal to the insularity of the high school to an excess of community chauvinism. We forget that matters is that the material we explore together be significant to all. A student was what Whitehead called "an understanding of the insistent present." We have to bring to every action the highest possible standards of thought, free of extraneous considerations of politics, professional career, or personal enjoyment. Nor can we merely reassemble parts, like putting up the old quadriumnium and trivium together and calling education, fit him with the self-old advertisement: "Four vitamins and three minerals - seven in all!" The critical question is seven or what.

I remember Professor Gilbert Murray's admonition, dated 1923: "We must be careful always to seek for truth and not for our own emotional satisfaction, careful not to neglect the real needs of men and women through biasing our life on dreams, and remembering above all to walk gently in a world where the lights are dim and the very stars wander." I apply that warning to all: students, faculty, and administrators. We all grow now and then of unbecoming arrogance.

Arrogance has no place in the academic community. Any other aspect of the history of the intellectual arts should chaste us. A community of learning must remain open; it must enjoy mutual respect, a quality earned not proclaimed. There is no place for obstruction in the pursuit of truth, no place for the casual acceptance of a position of a graduate. Graduation should confirm the successful start of an unending search for understanding in a broad sense. The love of learning is this community's standard.

There are other aspects to this community. Since it does not come ready-made like the family or hometown, it survives in whatever style we adopt. I have great affection for this place. I do not expect all to share that affection, but I believe that many will find delight in this campus and give it a sense of style. Sometimes style is conspicuously lacking.

Let me illustrate. Periodically someone complains to me that people are using the drinking fountain to wash dishes - without the benefit of a cleanup afterwards. Purina is no more attractive than remember that advice. But then, as President of the college, there are many who have become quite cynical about academic neutrality and the efficacy of reason in the resolution of these issues. Perhaps that is because we are trying to apply that warning to all: students, faculty, and administrators. We all grow now and then of unbecoming arrogance.

There has been, and will continue to be, a nagging uneasiness about those processes, whether they involve academic appointments, adjudication of disputes, or simply resolution of requests for an exception or a change. I suppose very few people, especially off campus, appreciate the effects of the academic tradition of objectivity upon these processes. After all, as President of the college, we are faced with a new and difficult question. There are many who have become quite cynical about academic neutrality and the efficacy of reason in the resolution of these issues. Perhaps that is because we are trying to apply that warning to all: students, faculty, and administrators. We all grow now and then of unbecoming arrogance.

While this may not be a "Last Ditcher" in the House of Lords in England before World War I when some conservatives sought to protect their privileges against society as a whole. But this is not to suggest that my affection for this place. I do not expect all to share that affection, but I believe that many will find delight in this campus and give it a sense of style. Sometimes style is conspicuously lacking.

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I am impressed by the goodwill and the way in which forcing colleges to become proprietary agencies would cause. Taxation would have led to not only political intrusion but also a loss of the integrity quite at odds with a college's dedication to truth. We have to bring to every action the highest possible standards of thought, free of extraneous considerations of politics, professional career, or personal enjoyment. Nor can we merely reassemble parts, like putting up the old quadriumnium and trivium together and calling education, fit him with the self-old advertisement: "Four vitamins and three minerals - seven in all!" The critical question is seven or what.

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IV

Unhappily something else might close this community. My last topic differs from its reference, but its potential impact is ominous. The fiscal problems of states and urban communities have led many city fathers to look at presently tax-exempt institutions as a possible new source of revenue. Much as I sympathize with the financial plight of the City of Hartford, I cannot endorse the taxation of its non-profit institutions as the solution to its fiscal limitations. The original decision to exempt such institutions -- and that exemption still remains in Yale's Charter and, I believe, in precedent in our own was a wise recognition of the service which such institutions could perform for the state. What is often overlooked in the current debate is that, by implication, that original decision also anticipated the disadvantage which forcing colleges to become proprietary agencies would cause. Taxation would have led to not only political intrusion but also a loss of the integrity quite at odds with a college's dedication to truth. We have to bring to every action the highest possible standards of thought, free of extraneous considerations of politics, professional career, or personal enjoyment. Nor can we merely reassemble parts, like putting up the old quadriumnium and trivium together and calling education, fit him with the self-old advertisement: "Four vitamins and three minerals - seven in all!" The critical question is seven or what.

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In memory

JOSEPHINE BOARDMAN CRANE, HON. 1936
Mrs. Winstrop Murray (Josephine Boardman) Crane, who received an Honorary M.A. (1936) degree in Library Science from Teachers College, Columbia (Mass.) Hospital. A resident of New York, Mrs. Crane married Walter G. Murray in 1932.

Mrs. Crane was a graduate of Cornell University, first in her class of 1927. Her husband was governor of Massachusetts from 1903-1902 and served in the state senate from 1904-1904. He died in 1920 during his second term in the U.S. Senate.

By the Senator’s death, Mrs. Crane moved to New York City. Her daughter, Miss Louise Crane, died in 1929. She is survived by Mrs. John D. Rockefeller, 2nd, Mrs. Crane and three grandchildren.

CLIFFORD HENRY PERKINS, 1916
Clifford H. Perkins, who received his B.S. in 1948, after a 33-year interruption of his education due to the first World War, died February 25, 1972.

Mr. Perkins became an expert in business management and was president of IBM's Engineering and Development Division and later its Commercial Department of Keene (N.H.) High School from 1935 until 1957 when he retired. He is survived by his wife, Miss B. Perkins.

RAYMOND ALLEN SLATER, 1961
Raymond A. Slater, who received his B.S. in 1961, died of cancer on June 1, 1972. He was a member of the Class of 1961 and served in several officer positions in the Interscholastic Athletic Association.

Mr. Slater continued his education at the University of New Hampshire, where he graduated in 1963. Since that time he worked with the National Science Foundation and has been a systems analyst for Bradford Computers, Inc. of New York City.

LINDON WILLIAM TYLER, 1969
Lindon W. Tyler, a member of the Class of 1969, accidentally drowned at the West Hartford, Connecticut Metropolitan District Swimming Pool on July 11, 1972, while skin diving with his father in the Connecticut River. Mr. Tyler had lived most of his life in West Hartford and had been a member of the New England Swimming Club and the West Hartford Rowing Club.

Mr. Tyler had been a member of the West Hartford YMCA, the West Hartford Memorial High School, Williamstown, Conn., and a certificate of honor from the National Conference of Christians and Jews.

He was a trustee at Watskin School, a director of the Civic Music Association of Greater Hartford, his mother, Mr. Mary Jacobs, of New York City.

Mr. Tyler was born on January 15, 1941, in New York City and received his B.A. in 1971.

He leaves his wife, Mrs. Mary Jacobs Bronfield of New York City.

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Varsity Soccer Success Hangs on Forward Line

If head coach Roy Dath can find replacements for his depleted forward line among the 38 candidates who turned out for pre-season practice, the Bantam varsity soccer team could move back over the 500 mark for the first time since 1969.

After 18 consecutive winning seasons, Dath suffered through the 1970 campaign without a win. The Bants improved to 5-5 last fall and the return of 12 lettermen should make the Bants a dangerous opponent in 1972.

15 Runners Out For Cross-country

For the first time in a number of years the forecast for the cross-country season is an optimistic one because of a sharp rise in the number of runners out this fall. The harriers haven't won a meet since 1968 and have run three 0-7 seasons together but coach Craig Phillips feels that his 15 man team (the usual turnout has been half that number) has the potential to break into the win column in 1972.

One of the most encouraging aspects about the turnout is that 11 of the 15 runners are freshmen and sophomores who should set the basis for stronger (see CROSS COUNTRY, page 4)

Co-captain John Suroviak and Don But lead back a group of seven starters including last fall's recipient of the Most Improved Player Award, Rick Marshall ' 73.

Dath's big concern is at forward where Marshall is the only returning starter. The Bants have three top sophomore prospects - Pete Mindnich, Roger McCord, and Robert Andrian - to fill vacant starting berths but lack of varsity experience will be a problem in the early season.

Suroviak and Scott Fitzpatrick are veterans at the "feeder" position in Coach Dath's offensive alignment and should provide a good backup for the sopho.

Another depleted area is at halfback with the graduation of the four starters. Junior halfback Bill Brouse may shift over to half to provide some experience but the rest of the starting berths will most likely be filled by inexperienced players. Fortunately the team has some depth at fullback with the return of Brouse, Burt and Dave Jekels. Junior Glenn Preminger and Bill Lawson divided time in the goal last fall and are back for their second year.

The 1972 schedule is filled with rugged opponents. Included are Williams and Tufts, last year's NCAA Tournament qualifiers, and two perennially powerful teams, Wesleyan and Amherst.

88th Football Season Opens With Optimism

A combination of 17 returning lettermen and the arrival of a fine sophomore class which produced an undefeated season a year ago is generating considerable optimism on campus as Trinity's varsity football team prepares for the opening of its 88th campaign, hosting Williams College on September 25.

Among the nine returning starters on the defensive unit is a pair of talented juniors - Saul Wiezenthal and Ron Dukett - who have led themselves last fall as one of the finest passing-receiving combinations in New England. Although Wiezenthal did not receive a starting assignment at quarterback until the third game of the 1971 season, his passing accounted for 12 touchdowns and 1,325 yards - for the fourth best total in Trinity history - and was ranked statistically tied for second among New England Division quarterbacks.

Ron Dukett was on the receiving end of 51 of Wiezenthal's passes and was the New England Recieving Champion in his first year of varsity competition. At season's end, Dukett was ranked fifth in the nation among receivers in the nation's College Division.

Three seniors on the offense are shooting for a third consecutive year in the starting lineup. One of them is co-captain Joe McCabe who has already accumulated 1,170 yards from his fullback position in two seasons and has also doubled as the squad's punter since his sophomore year. Center Ed Rawn missed most of the 1970 season with a knee injury after initially winning a starting berth but came on last fall to be one of the team's outstanding linemen. At present, he is also the leading candidate to take over the extra point and field goal kicking chores left by Quentin Keith '72. Guard Bob Ghesey was the lightest member of the offensive line last fall at 180 pounds but was the recipient of the Dan Jesse Blocking Award.

The development of defensive linemen and linebackers appear to be Trin's most difficult problem despite the return of last fall's outstanding defensive player, linebacker Phil Potter, and two-year starter at defensive end, Bob Thiel. Senior tackle Mark Ziven and junior linebacker Barry O'Brien are the only other experienced varsity players in this area.

Fortunately the team has a number of good prospects up from the freshman defense which allowed its five opponents a total of 42 points. Jack Holik (6-1,240) and Lew Labbdia (6-4,200) have been impressive during pre-season practice and are the leading rookie candidates for the tackle slots.

Junior Adron Keaton (6-3, 200) saw some action last fall at defensive tackle and should be in the thick of battle for a starting berth.

Trin has a fine pair of veteran cornerbacks in the secondary in senior George Sutherland and co-captain Ray Perkins. The latter has led the team in interceptions for the last two seasons.

Although the squad has the potential to have a fine season, it will face one of its most rugged schedules in years. As always, the Little Three teams - Amherst, Wesleyan, and Williams - will field powerful and talented teams. The Bants will also be facing a rejuvenated Coast Guard outfit which won eight of 10 games last fall after several poor seasons. Yet the toughest encounter may come on October 28 in New York when the squad meets the University of Rochester Yellowjackets in Rochester.

The varsity defeated its other three opponents - Bates, R.P.I., and Colby - last fall, but by an average margin of less than seven points.