Trinity's Parents Take Active Role

“Parent Power” has begun to exert itself at Trinity, and both the College and the parents were pleased with its effects. What has emerged, in recent years, is a level of interest and participation in College affairs which is virtually uninvaded by any college in the nation.

For example, about 625 parents — representing a fourth of the College’s 2,600 undergraduates — came to campus last November for the three-day Parents Weekend. A slightly larger number, representing both present and past parents (parents of alumni), contributed a total of $309,585.72 in unrestricted gifts to the 1972-73 Annual Giving Campaign. That amount is from two to four times greater than was given to some of Trinity’s sister schools, and is nearly $15,000 over the Parents Fund Goal of $95,000.

Even in 1971-72, when unrestricted gifts from parents totaled $88,098.52, the level of support was enough to place Trinity among the top dozen of the 871 private colleges, professional and specialized schools who reported in “Voluntary Support of Education 1971-1972,” published by the Council for Financial Aid to Education. The significance of Trinity’s parental support becomes apparent when compared with those schools who reported higher figures in 1971-72.

- Brigham Young University, with 28,894 students, received $140,032.
- The Claremont Colleges, with 5,135 students, received $160,857.
- Harvard, with 14,235 students, received $166,482.
- Notre Dame, with 8,237 students, received $254,125.
- Princeton, with 5,396 students, received $429,698.
- Stanford, with 11,626 students, received $409,644.
- Wellesley, with 1,872 students, received $187,350.
- Williams College, with 1,295 students, received $132,568.
- Radcliffe College, with 1,295 students, received $90,089.
- Decision University, with 2,068 students, received $136,649.
- Sarah Lawrence College, with 841 students, received $100,000.
- Milford, with 2,034 students, received $100,000.

In brief remarks to the freshmen, President Lockwood said “we have preserved this tradition at Trinity even though most universities in this country have forsaken it.

(continued on page 15)

MATRICULATION CEREMONY—420 members of the Freshman Class attend the Matriculation Ceremony in the Chapel to open the 151st year of the College.

420 Freshmen Welcomed In Traditional Academic Rite

In a ceremony whose origin date back to the fifteenth century, the 420 members of Trinity’s freshman class officially became members of the College on September 10.

Members of the Class of 1977, other students, faculty and administrators filled the Chapel for the 151st Matriculation and Book Ceremony. The Book Ceremony, a tradition at Trinity, is a ritual in which the president gives to the secretary of the faculty, the book used by Bishop Brownell at Trinity’s first commencement, and which has been touched by every alumnus of the College. It is put in the faculty’s custody during the academic year to symbolize their care of the undergraduates. The faculty returns the book to the president at commencement time.

(continued on page 15)

O’Hara Elected Alumni Trustee

William T. O’Hara ’55, president of Mount Saint Mary College in Newburgh, N.Y., has been elected to a six-year term as an alumni trustee of Trinity. He was elected following an alumni ballot conducted last April. Other nominees for the post were Gerald Joseph Hanson, Jr. ’51, and Scott W. Reynolds ’63.

Mr. O’Hara, who received an L.L.B. from Georgetown University Law Center in 1958, an L.L.M. from New York...
Nine full-time appointments, including a chairman for the political science department and a director for international studies, have been made to the Trinity faculty for 1973-74.

Dr. Ranbir Vohra, a native of Lahore, Pakistan, has been appointed associate professor and chairman of political science. He comes to Trinity from the University of Calgary, Alberta, Canada, where he was associate professor. He was a visiting professor at Harvard during the summer of 1972. He received a B.A. from Punjab University, Lahore; an M.A. and a Ph.D. from Harvard in 1965 and 1969 respectively.

Dr. Vohra is doing continuing research on 20th century China, concentrating on the Chinese revolution. He has published several articles dealing with China and Japan and a book LAO SHI and the Chinese Revolution (Houghton Mifflin Press).

Susan Drew Brown has been appointed assistant professor of religion and director of intercultural studies project. Ms. Brown teaches history and religion at Dartmouth College; she holds a B.A. from Daniel Payne College and a B.A. from Miles College, and an M.Div. (master of divinity) and an S.T.M. (master of sacred theology) degree, both from Yale. Mr. Brown has also studied toward a Ph.D. in experimental church, black church, black music and sociology.

Andrea Sands is assistant professor of modern languages. Mrs. Bianchini received a B.A. from Barnard College in 1965, an M.A. from Columbia in 1967 and is working on a doctorate at Rutgers. She came to Trinity from Princeton.

Mrs. Dilla Riggio was appointed assistant professor of English. She received a B.A. from Southern Methodist University in 1962, an A.M. and Ph.D. from Harvard in 1966 and 1972 respectively. Dr. Riggio comes to Trinity from Wheaton College.

Mr. Daniel R. Cohen was appointed an instructor in sociology. He received a B.A. from Columbia in 1969 and an M.A. from New York University in 1973. He is working on a doctorate at Columbia.

Mr. Martin Landsberg was appointed instructor in economics. He received an A.B. from the University of California, Berkeley, and a B.S. in economics from the University of Wisconsin. Work for a doctorate at the University of Wisconsin has been completed.

Mrs. Sonja Lee has been appointed an instructor in modern languages. She received a B.B.S. from the University of Wisconsin in 1964 and an M.A. from Wisconsin in 1966. Mrs. Lee comes to us from the University of Puerto Rico.

Miss Jane A. Millsap has been appointed an instructor in physical education. She received a B.S. in physical education from Springfield College in 1970 and an M.A. in Education from Trinity in June.

Miss Judith C. Rohrer has been appointed instructor of fine arts. She received an A.B. from Stanford University in 1965, an M.A. from Columbia University in 1968 and is working on her Ph.D. at Columbia. She has previously taught at the University of Manchester and Columbia.

Also appointed were Mr. David Ahlgren ’64, lecturer in engineering; Mr. Robert Armstrong, lecturer in music; Mrs. Deirdre B. Bair, visiting assistant professor in English; Mr. Raymond S. Blanks, lecturer in education and director of Upward Bound; Mr. John N. Williams, lecturer in mathematics.

The continuing series of Town and Gown lectures, open to the public at a special subscription rate, will be offered at Trinity beginning October 16.

The following Tuesday series of lectures, collectively entitled "The Craft of Biography," will explore how a biographer works and his problems in trying to understand a time and place not his own through the specific human details of an individual life. This is the sixth year of the series, which is sponsored by the wives of Trinity alumni, faculty, administrators and friends. Proceeds from previous series have gone toward the purchase of books for the College Library.

The lecture series will be held on successive Tuesday evenings beginning October 16 at 1:00 p.m. in the Arts Center. Each lecture will be followed by an informal coffee period.

The schedule is as follows:

1. George B. Cooper, Northrop Professor and Chairman of the Department of History at Trinity, will deliver the first lecture, entitled "The I and He and She: A Glimpse of Autobiography and the Biographical Form."

2. Peter藕n, professor of history at the American Embassy in London, Professor Cooper has specialized in British history, and will lecture on the first of two lectures. Professor Cooper was managing editor of the Journal of British Studies since 1961. He is currently completing a biography of Queen Charlotte.

3. One of England's most distinguished biographers, George Ballentine, will relate some of her own experiences in "Writing a Royal Biography: The Life of Queen Alexandra," the second lecture of the series. A graduate of Oxford University, Mrs. Ballentine has written widely acclaimed biographies of Charlotte M. Yonge, Mrs. Gladstone and Queen Alexandra.

On October 30 John Brooke, considered one of the greatest living scholars of the Augustan and Georgian periods, will present "George III: A New Assessment." Sir Lewis Namier's principal associate in the writing of the monumental "History of Parliament," Dr. Brooke is Senior Editor of the Royal Commission on Historical Manuscripts.

The fourth lecture of the series, "Notes Towards an Almost Possible Biography," will be delivered by Deirdre Bair, Visiting Assistant Professor of English at Trinity. A journalist and writer, Mrs. Bair was on the staff of "NewswEEK," was a reporter for the New Haven "Register," and was managing editor of Yale Alumni Magazine. Her biography of Samuel Beckett is soon to be published. She currently resides in America, England and France.

Trinity English Department Professor John Dando was the guest lecturer of the series, "Biography and Film, From Verbal to Visual Structure," on November 13.

Craft of Biography','Is Town-Gown Topic
Professionals Praise Trinity Interns

The popularity of student internship programs has increased tremendously in recent years, and in the field of political science there may be as many as 1,000 such programs currently in operation. Among the best of them, according to experts in the field, is the sponsored Legislative Program at Trinity College.

Under the internship program, the Trinity legislative student, according to Sen. John Zajac, a Meriden Republican, who was assistant majority leader of the Senate and chairman of the Liquor Control Committee, "has been more than tremendous help and some of my fellow legislators have been favorably impressed with his work." Gomes says he was asked by Senator Lieberman, a New Haven Democrat, and the Meriden Republican, who was assistant majority leader of the Senate and chairman of the Liquor Control Committee, "to observe the workings of the party that has organized the legislature and that has passed and rejected proposed legislation." James R. Gomes, a sophomore from Lowell, Mass., says he "was delighted to be a part of the process of making laws in Connecticut." He worked for State Sen. Joseph L. Lieberman, whose legislative aide, Dr. Donald G. Herzberg, a six-year-old son of the legislator, is the legislator's responsibility. Offered for four course credits, the program is designed to be at least the equivalent of a full semester's academic work. The purpose of the course, as he outlines it, "is to provide an opportunity for students to participate effectively in the legislative process and its relation to political forces influencing it." In meeting this purpose, work with the legislator is only a part. Even there, however, the legislator and his intern are carefully matched for interest in each other. It is the legislator's responsibility not only to provide work, but to help the intern analyze what is going on.

In addition, Dr. Herzberg sets up seminars with guest speakers generally familiar to the legislature who politics might interest him as a career, and "to make a contribution of value to the career making of laws in Connecticut." He worked for State Sen. Joseph L. Lieberman, whose legislative aide, Dr. Donald G. Herzberg, an American undergraduates. Herzberg adds that the program helps to keep the legislative process closer to the citizenry. "I believe in citizen politicians," he says. "I do not believe Connecticut needs a full-time professional legislature. But, if you have a part-time citizen legislature, you must have professional, full-time staffing. Trinity's Legislative Intern Program can be a major step in providing that kind of staffing," since politics is best learned "from politicians themselves, not necessarily from academic political scientists." "No one teacher or one book or one experience could have done more than four months as an intern."
Purposes for the Liberal Arts

It is a Tradition at Trinity College to hold an Opening Convocation each fall. On this occasion I have the pleasant privilege of welcoming all those faculty and students who are returning — in many instances from quite distant parts of the world. I also wish to welcome the new faculty and students to the College. Tradition also recommends that I wear the appropriate regalia of office, which is impressively and assuredly awkward garb, and that my remarks be charitably short.

I do not wish to dwell upon certain matters which concern me deeply. Perhaps my title, "Lost Innocence," refers primarily to my uneasiness; I hope that it also applies to the material at hand. The suggestion came to my mind when my family and I were climbing in the Himalayas this summer. We were at a lake some 12,000 feet up in the Kashmir mountains of Northern India, admiring the remoteness, the unspoiled beauty of the region. Then we learned that within a few years the government will install a hydroelectric plant there. The Vale of Kashmir, so long a beautifully unscathed area, will not remain innocent.

So also have we. "We are not nearly on the close speaking terms with Nature that we were in the times of John Hay, a Cape Cod naturalist. He continues: "The natural environment lacks the security of one once familiar speech, and we have also become less amused in the process of this loss. The earth no longer contains a new aspect with every hidden flower and every earth-regenerating clump of thunder. We have left a great deal of our America behind us." Inevitably there is a touch of nostalgia whenever we talk about the earth before man, the time before the monumental carelessness in handling our resources has, nevertheless, eliminated any privilege to remain innocent about the consequences.

In a sense, this situation is surprising, for we have developed a sophisticated way of talking about the environment. We refer to the eco-system; we talk of sero-mechanisms — that is, man — such with an astonishing 62,000 miles of capillaries combined with "segregated stowages of special organs and exacts." But we have little knack in relating this to what John Hay called the once familiar speech with which we used to cope. I am persuaded that we have overlooked, in common use by reminding us that the behavior of whole systems may be unpredicted by a knowledge of the component parts or subcomponents of constituants. His favorite example is chrome-nickel steel. An analysis of the separate components would lead to the conclusion that the maximum tensile strength of the alloy would be 50,000 pounds per square inch, a figure which defies logical anticipation. I use this illustration to remind us that, as we think about the environment, we must regard it as a whole; and we must combine our original surprise before nature with the vast technological capabilities at our command if we are to solve the problem of harboring our limited resources for the maximum benefit of humanity. It is hardly reassuring to learn that the beauty of mountains — the Himalayas — will be reduced to producing more energy in one part of the world and then to return to the most advanced eco-system in the world, the United States, and find that the price of eggs is fast approaching the cost of chicken!

Maybe that is why some of us had such high hopes when the younger generation challenged the established a few years ago. Paintful as that experience was, we sensed that it might represent a fresh concern with how we conduct affairs in this world. We hoped it would become "a revolt against dimished man". Much as we found Charles Reich's book on The Greening of America naive and lacking in realistic suggestions, we shared his enthusiasm for a renewed life and a rediscovred future. That is why many commentators saw the folk festival at Woodstock in August of 1969 as a revolutionary symbol; it was the beginning of change, even though some of it admittedly seemed questionable. But, as Fred Hechinger, columnist for the New York Times and an honorary alumnus of Trinity, wrote this summer: "The Woodstock Nation has lost its innocence." The aspirations of this student movement read like ancient history. The response of the new voters in 1962 was depressing since fewer than 20 percent came to the polls. We had deluded ourselves into an incorrect appreciation of the forces involved in the time of troubles during the late sixties. Many people are relieved that the Youth Culture appears to have subsided; others are worried that a new apathy may characterize the balance of this decade.

Somehow we must once again combine a realistic appraisal of our society with the enthusiasm which inspired the student questioning in the late sixties. John Lennon of the Beatles expressed the notion with footloose elegance: "The dream is over ... It's over and we gotta get down to so-called reality." (Quoted by Mr. Hechinger) As a people we feel that we must get a better handle on the future. The devices that in the past gave us a grip on history are not working for us today. This fact has affected, or been reflected in, higher education.

Higher education has experienced its own form of lost innocence. It has undergone a crisis of purpose. As I have said on other occasions, we no longer have a consensus as to what we should teach or in what direction learning should head. It has been obvious since the late sixties that we lack a clear notion of what we should do. For much of this century we believed that general education provided a common core of knowledge which, once mastered, was the foundation for the exploration of a professional field and was the point of departure for research. Moreover, we assumed that, if enough knowledge could be accumulated, we could then solve society's problems.

Much of that confidence was shattered in the 1960's. Agreement on a common core of knowledge broke down, abandoned by some, shouted down by others. We have all refused to prepare people for the professions; we have tried to meet the need for knowledge relevant to today's issues; but the old rhetoric used to justify a liberal education no longer has a resonant ring. We have not yet been successful in finding a new statement of purpose. If there is comfort in this situation, it derives from observing as I did earlier, that as a society we are troubled by what we find around us: but we have yet to find guidance from the past to construct our experience. Our accounting system has proved inadequate to the task thus far.

We must now seek a new consensus about liberal education. That process may already have begun as a result of others' decisions. For example, the federal and state governments are emphasizing that the educational institution offer training to meet anticipated national needs. Even Sputnik the great was to a large extent concerned about the yoyo phenomenon in which supply of engineers went up when demand is up. But that is not a direct purpose of liberal learning. I am convinced that a college must develop garb which transcends this utilitarian objective, appropriate as it may be for certain kinds of post-secondary education.

There is another discernable trend of redefinition in higher education. From reports made at various large universities, it is somewhat different purpose. On the one hand, none of goals proposed are suitable for the smaller college interested in teaching and certain experimental colleges are committed to the belief that higher education is now playing a direct role in changing society. I think, that desirable as social change may be, it is essentially a byproduct of education, not its primary purpose.

In all three of these approaches there is merit. All colleges hope that their graduates will have the ability to critically recognize opportunities in society, that they will have the ability to continue their scholarly inquiry, and that they will become responsible agents in improving the human condition. But, to meet the needs I have already mentioned, the liberal arts college like Trinity must have a somewhat different purpose. On the one hand, none of goals proposed are suitable for the smaller college interested in teaching and certain experimental colleges are committed to the belief that higher education is now playing a direct role in changing society. I think, that desirable as social change may be, it is essentially a byproduct of education, not its primary purpose.

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ANNUAL GIVING REPORT

JULY 1, 1972 to JUNE 30, 1973

To witness or participate in superior performance is an exciting and satisfying experience. All who worked so hard and contributed so generously to the success of this annual giving effort have good reason to take pride in their historic achievement. For the first time in the history of Trinity College, the alumni, parents, business firms and other friends donated over one-half million dollars in a single year for enrichment of the current academic program. I am honored to express the gratitude of the College.

Theodore D. Lockwood
President

SUMMARY OF GIVING

I. Gifts and Pledges for Unrestricted General Purposes:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Total Gifts</th>
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<tbody>
<tr>
<td>Alumni Fund</td>
<td>$287,851</td>
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<tr>
<td>Parents Fund</td>
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<td>Business and Industry Associates</td>
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<td>Friends of Trinity Fund</td>
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<td>Foundations</td>
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<td><strong>Total</strong></td>
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II. Gifts and Pledges for Restricted Designated Purposes:

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<tr>
<th>Purpose</th>
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<tr>
<td>Academic Departments and Faculty</td>
<td>$120,658</td>
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<tr>
<td>Buildings and Grounds Improvements</td>
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<tr>
<td>Friends of Arts: Theatre Arts-Trinity College</td>
<td>11,420</td>
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<tr>
<td>Friends of Trinity Rowing - Henley</td>
<td>16,674</td>
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<td>Hockey Association</td>
<td>6,708</td>
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<td>Library</td>
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<td><strong>Total</strong></td>
<td><strong>$192,469</strong></td>
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III. Bequests and Other Deferred Gifts

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<tr>
<th>Purpose</th>
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<tr>
<td>Bequest Receipts</td>
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<tr>
<td>Scholarships</td>
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<td>Loan Fund</td>
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<td>Miscellaneous</td>
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<td><strong>Total</strong></td>
<td><strong>$546,869</strong></td>
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**Total Gifts and Pledges**

$1,928,218
Annual Giving for Unrestricted General Purposes as of June 30, 1973

<table>
<thead>
<tr>
<th>Goal</th>
<th>Gifts and Pledges</th>
<th>No. of Gifts and Pledges</th>
<th>Gift Average</th>
<th>% of Goal</th>
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<tbody>
<tr>
<td>Alumni Fund</td>
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<td>1913 William P. Barber, Jr.</td>
<td>$95 (84)</td>
<td>105% (99.65%)</td>
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<tr>
<td>Parents Fund</td>
<td>$195,000</td>
<td>1917 Frank L. Johnson</td>
<td>$95 (84)</td>
<td>105% (99.65%)</td>
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<td>Business and Industry</td>
<td>$65,000</td>
<td>1916 The Rev. Frank Lambert</td>
<td>$118 (94)</td>
<td>55% (645)</td>
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<td>Associates</td>
<td>$30,000</td>
<td>1915 Bertram B. Bailey</td>
<td>$369 (374)</td>
<td>100% (160%)</td>
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<td>Friends of Trinity Fund</td>
<td>$10,000</td>
<td>1914 Allan K. Smith</td>
<td>$3367 (2671)</td>
<td>105% (125%)</td>
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<td>Foundations (non-corporate)</td>
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<td>$3367 (2671)</td>
<td>105% (125%)</td>
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<td>Total</td>
<td>$475,000</td>
<td>1913 William P. Barber, Jr.</td>
<td>$130 (117)</td>
<td>105% (104%)</td>
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Figures in ( ) = Amount Last Year
<table>
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<tr>
<th>CLASS</th>
<th>ALUMNI</th>
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<th>AMOUNT</th>
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<tr>
<td>1911</td>
<td>Smith, A.K.</td>
<td>12 5 42%</td>
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<td>Lambert, F.K.</td>
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<td>41.M. 4,265</td>
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<td>Matthews, A.N.</td>
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<td>375</td>
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<td>Almond, R.G.</td>
<td>25 8 32%</td>
<td>11.M. 769</td>
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<td>1922</td>
<td>Tansill, F.T.</td>
<td>22 16 73%</td>
<td>41.M. 4,265</td>
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<tr>
<td>1925</td>
<td>Alford, D.C.</td>
<td>34 31%</td>
<td>4,954</td>
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<tr>
<td>1926</td>
<td>Whipple, S.H.</td>
<td>22 16 73%</td>
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<td>1929</td>
<td>Cantor, M.</td>
<td>40 15 32%</td>
<td>553</td>
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<td>Borden, F.R.</td>
<td>44 13 30%</td>
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<td>56 18 32%</td>
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<td>1932</td>
<td>Gresham, L.S.</td>
<td>57 10 32%</td>
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<tr>
<td>1933</td>
<td>Wadlow, T.S.</td>
<td>23 18 32%</td>
<td>553</td>
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<td>1934</td>
<td>O'Malley, A.</td>
<td>90 36 63%</td>
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<td>1935</td>
<td>Shaw, J.F.</td>
<td>37 10 32%</td>
<td>1,425</td>
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<tr>
<td>1936</td>
<td>Dexter, A.M.</td>
<td>88 31 32%</td>
<td>553</td>
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<td>1937</td>
<td>Heil, W.G.</td>
<td>80 26 32%</td>
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<td>1938</td>
<td>McGhee, K.T.</td>
<td>97 33 34%</td>
<td>553</td>
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<td>1939</td>
<td>Nelson, D.E.</td>
<td>28 30 32%</td>
<td>553</td>
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<td>1940</td>
<td>Laviet, C.R.</td>
<td>31 10 32%</td>
<td>553</td>
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<td>1941</td>
<td>Buck, J.F.</td>
<td>100 41 32%</td>
<td>553</td>
</tr>
<tr>
<td>1942</td>
<td>Gibb, S.C.</td>
<td>120 41 32%</td>
<td>553</td>
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<tr>
<td>1943</td>
<td>Corbin, C.B.</td>
<td>123 80 33%</td>
<td>553</td>
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<tr>
<td>1944</td>
<td>McLean, T.D.</td>
<td>104 32 32%</td>
<td>553</td>
</tr>
<tr>
<td>1945</td>
<td>Rheiner, J.S.</td>
<td>75 10 32%</td>
<td>1,425</td>
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<tr>
<td>1946</td>
<td>Kaufman, S.</td>
<td>65 21 32%</td>
<td>1,425</td>
</tr>
<tr>
<td>1947</td>
<td>Johnson, M.</td>
<td>111 39 32%</td>
<td>553</td>
</tr>
<tr>
<td>1948</td>
<td>Meredith, T.M.</td>
<td>177 61 34%</td>
<td>1,425</td>
</tr>
<tr>
<td>1949</td>
<td>DeCandia, J.A.</td>
<td>166 61 34%</td>
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<tr>
<td>1950</td>
<td>Stephenson, W.S.</td>
<td>267 67 33%</td>
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<td>1951</td>
<td>McGill, S.W.</td>
<td>240 78 32%</td>
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<td>1952</td>
<td>Hopkins, L.J.</td>
<td>1,025 32 32%</td>
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<td>1953</td>
<td>Valentine, E.H.</td>
<td>197 68 35%</td>
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<td>1954</td>
<td>Leigh, J.A.</td>
<td>220 120 54%</td>
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<td>1955</td>
<td>Lahr, A.</td>
<td>232 108 47%</td>
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<td>1956</td>
<td>Longstreet, J.D.</td>
<td>204 65 32%</td>
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<tr>
<td>1957</td>
<td>Fisher, R.H.</td>
<td>196 63 32%</td>
<td>1,425</td>
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<tr>
<td>1958</td>
<td>Williams, B.J.</td>
<td>212 71 32%</td>
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<tr>
<td>1959</td>
<td>Nelson, D.E.</td>
<td>232 93 32%</td>
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<td>1960</td>
<td>Callaghan, W.G.</td>
<td>276 93 32%</td>
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<td>1961</td>
<td>Tansill, D.F.</td>
<td>242 90 37%</td>
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<tr>
<td>1962</td>
<td>Johnson, J.M.</td>
<td>1,040 91 37%</td>
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<tr>
<td>1963</td>
<td>Calhoun, T.E.</td>
<td>262 110 42%</td>
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<tr>
<td>1964</td>
<td>Ball, O.M.</td>
<td>262 110 42%</td>
<td>1,425</td>
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<tr>
<td>1965</td>
<td>Schumacher, F.T.</td>
<td>271 65 24%</td>
<td>1,425</td>
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<tr>
<td>1966</td>
<td>DeFoor, L.B.</td>
<td>271 65 24%</td>
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<td>1967</td>
<td>Wick, C.W.</td>
<td>261 82 31%</td>
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<td>1968</td>
<td>Whipple, L.E.</td>
<td>376 73 26%</td>
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<tr>
<td>1970</td>
<td>Denham, S.M.</td>
<td>335 75 23%</td>
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<tr>
<td>1971</td>
<td>Booth, W.N.</td>
<td>374 76 20%</td>
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<tr>
<td>1972</td>
<td>Fleischer, R.B.</td>
<td>289 74 26%</td>
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<tr>
<td>1973</td>
<td>A.</td>
<td>10 10 32%</td>
<td>1,425</td>
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**TOTALS** | 8577 | 2083 | 235000 |

* Does not include inexcitable alumni
Founders Society for gifts of $1,000 or more. **Anniversary Club for gifts of $150-$999.

- Anonymous
- *Mrs. Francis J. Achter
- *Miss Howard A. Allen
- *Mrs. Nina A. Anderson
- *Mrs. Madeline Anthony
- *Mr. Ralph D. Araci
- *Mrs. Aetna Ashton, Jr.
- *Mrs. June B. Babbitt
- *Mr. Henry P. Bakerwell
- *Miss George Clift, Jr.
- *Mrs. Carolyn B. Barnes
- *Mr. & Mrs. John L. Barter
- *Mr. & Mrs. Harold Barber
- *Miss Elizabeth B. Bean
- *Mrs. Margaret Belding
- *Miss Frances P. Bella
- *Mr. Samuel M. Bella
- *Mr. George R. Black, III
- *Prof. Theodore R. Blakeley
- *Mr. Ralph R. Blanken
- *Miss Josephine E. Bryant
- The Bulkeley Retired Teachers Association
- *Mrs. Charles Burmeister, M.D.
- *Miss Eleanor L. Brower
- *Dr. William B. Brower
- *Mr. & Mrs. Frederick T. Broughton
- *Mrs. John L. Bruce
- *Mr. & Mrs. Robert A. Buck
- *Mrs. Roger D. Buckingham
- *Mrs. S. A. Caiden
- *Mr. & Mrs. J. Leo Carpenter
- *Mr. & Mrs. David T. Chase
- *Mr. Frank B. Chase
- *Mr. Charles H. Chaffin
- *Mr. F. A. Clinton, Sr.
- *Mr. & Mrs. Alice Coe
- *Miss Anna Cohlene
- *Dr. William B. Cole
- *Mr. & Mrs. William K. Cole
- *Mr. & Mrs. Harold C. Conant
- *Mr. Andover Collins, II
- *Mr. & Mrs. Brian Collins, Jr.
- *Mr. & Mrs. Harold Conrad, Jr.
- *Mr. George D. Cooper
- *Mr. John R. Cooper
- *Mr. & Mrs. Harold L. Costello
- *Miss Bess C. Cotting
- *Mr. & Mrs. William C. Couls
- *Mr. & Mrs. Edgar C. Cowdoud
- *Miss Warren Creamer
- *Mrs. Alexander C. Creeden
- *Mrs. William M. Cullin
- *Miss Mary C. Dunham
- *Mr. & Mrs. Richard C. Cushman
- *Miss Helen E. Duvall
- *Dr. & Mrs. Harry Dworkin
- *Mr. & Mrs. Robert F. Ederer
- *Mr. & Mrs. Harold H. Edinger
- *Mrs. Alice E. Edmundson
- *Miss William S. Eaton
- *Miss Frederick J. Ebbe
- *Miss Anna Epermenie
- *Mr. & Mrs. Benjamin E. Edy
- *Miss Amanda Egan
- *Mr. & Mrs. Ostrum Enders
- *Miss Jean Engh
- *Mr. & Mrs. Robert Enghart
- *Mr. & Mrs. Donald B. Engle
- *Mr. & Mrs. Debra L. Engler, III
- *Miss Selma Evering
- *Miss Katherine Fagan
- *Mr. Marshall Fabyan, Jr.
- *Mr. Alex F. Farrel
- *Mr. & Mrs. Clement Fawcett
- *Miss Frederick F. Fee
- *Mr. & Mrs. Philip D. Fillman
- *Mr. & Mrs. Harvey E. Finkler
- *Mrs. Margaret C. Finnerman
- *Mr. Harry Finkle
- *Miss Mildred F. Fuller
- *Mr. & Mrs. Samuel Fuller
- *Mr. Albert T. Gustman
- *Mr. & Mrs. James C. Henson
- *Mr. & Mrs. George H. Gilman, Jr.
- *Mrs. Margaret G. Goldberg
- *Mr. Timothy W. Goodrich, Jr.
- *Mr. & Mrs. James B. Goodwin
- *Mrs. James L. Goodwin
- *Mr. & Mrs. Norman T. Graf
- *Mr. Ellsworth Graham, Jr.
- *Miss Frances J. Gray
- *Mr. & Mrs. Arnold A. Greaney, Jr.
- *Prof. Cin C. Griffee
- *Miss Corinna C. Gruen
- *Miss William Haine
- *Mr. Carl Giant
- *Mr. & Mrs. Pen Hargrove
- *Mr. Edward H. Hart
- *Mr. Richard H. Hartz<br><br>Business and Industry Contributors

- The Acme Plumbing & Heating Co.
- Ateria Life & Casualty
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- The Arrow Window Shade Manufacturing Co.
- The Associated Construction Co.
- Associated Spring Corporation
- Automatic Comfort Corp.
- Barley's of Hartford, Inc.
- Barnum's of Bristol, Inc.
- The Bartlett Foundation<br><br>Acme Plumbing & Heating Co.
- Ateria Life & Casualty
- Ahern Foundation
- Allied Electric Supply Co.
- American Glass Company
- American Linean Supply Co., Inc.
- American Telephone & Telegraph Co.
- Anson Dam Supply Co.
- The Arrow Window Shade Manufacturing Co.
- The Associated Construction Co.
- Associated Spring Corporation
- Automatic Comfort Corp.
- Barnley's of Hartford, Inc.
- Barnum's of Bristol, Inc.
- The Bartlett Foundation
corporate commitment to the values which precast our responses and the human problems which we have, sometimes unwittingly and perhaps even unwittingly, created. To gain this perspective requires that we understand ourselves and the world in which we live. Too often we are unaware of the values which preoccupy our responses and even our theoretical consideration of ideas. A central purpose of liberal learning should be to identify the values influencing our behavior, to use our reason to appraise those values, and then to implement measures which will secure their validity and their consequences for both the individual and society. To do that, we must hold up a mirror of experience and various descriptions of reality so that we may arrive as judgments based on our perception of the facts upon those judgments. We must move beyond the mere transmission of values, which liberal arts colleges have done fairly well, to the analytical consideration of those values. It is not enough to be conscious of them; we need to find ways to relate refined intelligence to the issues before our troubled society in a manner that makes sense out of our individual existence. I recognize that the term “values” is elusive. It is like the word “experience,” which, as George Santayana once observed, bursts into a hundred different meanings whenever one considers it. Yet, if we are to avoid uncritical acceptance of our presuppositions, if we are to become creative in the use of our ideas, we must reach some understanding of values. For all of us who live in a-laden; that is, what we do in the product of some quick decision or choice. In that sense we can profit from being more alert to go about our business.

Although it is impossible to dissemble any of these meanings from a consideration of values, what I propose is somewhat less remote. I start from the assumption that each of us must respond in some way to the great issues of our time, both real and perceived, understandings of prejudice, justice, and tyranny, love and hatred, life and death. How we respond depends upon that set of values we have developed. Surely a college education should help us in that task. In particular, undergraduate education ought to assist us in perceiving how these issues relate to the dignity and worth of the individual. Testing hypotheses in any discipline can provide further insights into the dilemma of existence. Teaching, if it is to remain a profession to reason, we must add a commitment to humanity.

In the classroom this commitment must be a matter of explicit the assumptions which underlie, say, history’s reconstruction of the past or physics’ intellectual opportunities. We must have a

that the material used be significant and that it be perceived with all the intellectual rigor and vigorous dialogue at our command. In short, I propose that we continuously remind ourselves that each of us sooner or later must find some meaning in life, a view of our experience that will permit us to act in behalf of humanity.

Obviously this obligation reaches beyond the classroom. In our relations to one another, we reveal our value assumptions. Either we convey to each other that we care deeply about what happens to our fellow human beings, or we don’t — and that makes all the difference. At Trinity I trust that we shall always make the effort to understand each other, to not what happens to our fellow human being. In that regard we must constantly seek to appreciate the differences in background which we bring to this campus. Our approach to racial injustice and inequality in this community, the relations we develop between whites and blacks and Puerto Ricans, will say much about our ability as a nation to meet this long festering issue.

I am not brash enough to suggest that this description of our purpose as an undergraduate liberal arts college answers all the questions as what Trinity should be and should do. What I hope is that we all of us — consider the implications of setting ourselves this goal.

We cannot content ourselves with the fact that Trinity attracts a talented student body, that it has a distinguished faculty, a flexible curriculum, extensive physical facilities, and far-reaching intellectual opportunities. We must have a broader concern which bears upon the kind of character we would create if mankind is to resolve the issues before it.

We must remember that the individual and his response — whether to the environment, a nation’s destiny, a Watergate revelation, or his own education — can suddenly be accountable to one’s self is the starting point. Somehow the years at Trinity should help each person reach a set of values according to which he or she is willing to live. Much else may occur during the undergraduate years and most assuredly does, but no community of learning can afford to neglect serious consideration of human values. That is why I said last May: “The undergraduate years are the one time when people can come to understand something of themselves and the world around them, when they can begin to reach beyond themselves to touch the world as unnumbered points. That spirit of curiosity and concern, that sensibility to the meaning of life, must prevail at Trinity.”

Having lost our innocence, we must regain our integrity. I look forward to discussing with you the implications of making the question of values the central concern at Trinity. And I wish all of you the very best in in, our 151st year.

50 City Youths In Upward Bound Program

Fifty underachieving high school students from Hartford and Waterbury, and the towns surrounding them, will be working toward college this year under a new Upward Bound program jointly sponsored by Trinity College and two community colleges.

The program is designed for 10th, 11th, and 12th grade students who are disadvantaged and underachieving, but who have high potential.

The summer program was staffed by five local high school teachers, and five tutors, including two Trinity students, and students from the University of Hartford, Manchester Community College and Kirkland College in Clinton, N.Y.
The Connecticut Bank and Trust Company, in a pictorial display, solicited the Trinity Bantams during the month of September. From Sept. 4 to Sept. 21 the lobby of the CBT building at One Constitution Plaza held a display covering the history of collegiate and professional football.

The Trinity section consisted of a series of team pictures. The 1972 and 1973 teams are included as well as 1982, the first year of the flying wedge, and 1907, the year of Trinity’s 94.0 victory over City College of New York which still stands as the Bantams highest scoring game.

Representing more recent Bantam teams were (left to right, see photos) fullback Charles Sticks 56, kicking specialist Quentin Keith 72 and tackle Don Viering ’42. Sticks and Keith each still hold four individual Trinity records.

Trinity Parents (continued from page 1)

prospective students, to help Trinity students find summer jobs, and to help in arranging joint area meetings between parents and alumni. Parents are also invited to attend meetings of Trinity alumni association.

The College has appointed a high-level administrator to act as liaison between the parents and the College. Harry O. Bartlett, Director of Administrative Services, works with the officers and directors of the parents association and helps plan the association’s meetings on campus.

The successful meeting of last November 3-5, which brought as estimated 625 parents to campus, was a busy weekend which exposed the parents to Trinity people, programs, and possibilities. It included classroom visits, spots (fromhockey and soccer, field hockey, cross-country, varsity football), panel discussions on academic programs at the College and career opportunities for graduates; a cabaret concert; theater, a parent and student dinner, and a director’s meeting at the State Capitol, the site of Trinity’s first campus.

In addition, President Lockwood sends an annual letter to parents in which he outlines goals of the institution. At Commencement each year, he sponsors a reception for seniors and their families. Parents are also represented on the Trinity College Council, a community-wide organization which advises the President on matters of general concern.

This year Parents Weekend will be on October 26-27.

O’Hara Elected (continued from page 1)

University School of Law in 1966 and a J.D. from Georgetown University Law Center in 1967, became the third president of Mount Mary College in July, 1972. Mount Saint Mary College, founded in 1959, is a liberal arts college with an enrollment of about 750 students, mostly female.

He was a public defender with the Legal Aid Agency for the District of Columbia from 1960-62; with the special subcommittee on education of the Education and Labor Committee of the U.S. House of Representatives, 1962-63; associate dean and associate professor of law, University of Connecticut School of Law, 1963-66; special assistant to the president, University of Connecticut School of Law, 1963-66; and chief academic and administrative officer, Southeastern Campus, University of Connecticut, 1967-72. He has served as a mediator for the Connecticut State Department of Education since 1967.

Mr. O’Hara was president of the Trinity Club of Washington, D.C., from 1961-63; served on the board of fellows from 1966-72, and was co-chairman from 1967-69. He has served on the committee on federal legislation in aid to higher education of the Association of American Law Schools, 1964-68; on the board of directors of the Groton (Conn.) Chamber of Commerce, 1968-79; on the board of the Groton Public Health Nursing Service; as second vice president and on the board of directors, Southeastern Connecticut Association for Mental Health, 1968-69; on the board of the United Fund, of Southeastern Connecticut, 1968-72; and was a member of the Groton Development and Industrial Commission, 1969-71. He is the author and editor of numerous books and articles.

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Dr. Frank G. Kirkpatrick, assistant professor of religion, has been appointed director of the College’s Individualized Degree Program, a new course of study for people with family or job obligations. Dr. Kirkpatrick will be in charge of administering the program, which began this spring. He succeeds Dr. Robert B. Oxnard, assistant professor of history, who was in charge during the planning of the program. In addition, Mrs. Louise H. Fisher ’73, of Granby, has been appointed assistant to the director of admissions for the IDP.

Efforts to install security consciousness on campus, especially among the student body, have resulted in significant decreases in dormitory thefts during the past year, according to Alfred A. Garofolo, director of security.

Programs known as “Operation Identification” and “Operation Bike Lock” have resulted in the installation of dead bolt combination locks and new security patrols resulted in a decrease of about 50 percent in dormitory thefts over the past three years.

In 1970-71, there were 129 dormitory thefts totaling a value of the stolen items estimated at $8,361. During the past year there were only 17 thefts, and the value of the stolen items was $13,000 less than three years ago.

The identification and bike programs were special registration programs under which students could put the serial numbers of valuable property such as stereo equipment, cameras, and bicycles with the security office.

Knowledge that such equipment is registered often prevents theft, Garofolo says, as well as aids in the recovery should theft occur. For property which had no serial number, pen engravers were used by students to put an identifying mark on their property.

The bicycle campaign sponsored with the Hartford Police Department resulted in cyclics registering about two-thirds of the bicycles on campus.

The combination locks which work on a push-button system, not only cut down the number of thefts, but also decreased by 800 the number of lockouts over what they were the previous year.

Since the combination locks require no key, a student is less likely to lock himself out. Each lock-out results in a security man leaving patrol and spending about 3 to 5 minutes gaining re-entry for the student.

These figures are particularly significant, according to Mr. Garofolo, because since his arrival on campus in 1966 there has been a growth in the student body of approximately 500 students in addition to the acquisition of additional off-campus college housing, the addition of the Engineering Building, the Albert C. Jacobs Life Sciences Center, the maintenance building, the high rise dormitory, and the latest George M. Ferris Athletic Center which all require security.

In order to promote this new security awareness, Mr. Garofolo said he sought the assistance of the Dean’s office, residence advisors, posters, articles in the school newspaper, and talks to various campus groups. The identification forms and bicycle registration cards are distributed at registration and throughout the year at the security office, the student center and through resident advisors.

Many of the faculty, administration and staff voluntarily participated in the “identification” programs.

Mr. Garofolo recently attended a conference of the American College and University Association at Williams College, in Williamstown, Mass. He discussed the problems of campus security, the use of the Simplex combination locks, the use of passwords and the effects of the “Operation Identification” program which helped reduce the dormitory thefts.

At the business meeting, Mr. Garofolo was elected first vice president of the organization.

5 Illinois Scholars in Freshman Class

Scholarships for Illinois Residents, Inc., a private scholarship fund, which was established approximately 25 years ago, has awarded five scholarships this year to outstanding high school graduates.

Names of the new Illinois Scholars were announced at the college’s scholarship luncheon on September 25.

Under the unique program, approximately $74,400 in scholarship aid will be offered to the five students over the next four years. The amount of each scholarship, renewable for three years, varies according to the financial need of the student.

Including those members of the Class of 1977, there will be 42 Illinois students studying under the scholarship plan next year at Trinity.

The five new Illinois Scholars are:

GREGORY ALAN SANDERS, son of Mr. and Mrs. Edward Klein of 1721 West Ayres, Pooa, is a June graduate of Oak Park High School. Mr. Klein is a student senator, was a staff writer for the school newspaper and a member of the debating society. She also participated in intramural athletics. She plans to teach school.

SANDRA SMITH, daughter of Mr. and Mrs. Paul W. Lewis of Sunset Drive Clinton, is a June graduate of Clinton High School. During her junior year she was a foreign exchange student to Colombia with the American Field Service, was a contributor to the literary magazine, worked on the yearbook, was a member of the glee club and of the drama club. She plans to major in education.

PAULIA MARLE KLEIN, daughter of Mr. and Mrs. Edward Klein of 1721 West Ayres, Pooa, is a June graduate of Academy Of Our Lady. She was vice president of the junior class, served as a student senator, was a staff writer for the school newspaper and a member of the debating society. She also participated in intramural athletics. She plans to teach school.

BELINDA LEE LEWIS, daughter of Mr. and Mrs. Richard Lewis of Sunset Drive Clinton, is a June graduate of Clinton High School. During her junior year she was a foreign exchange student to Colombia with the American Field Service, was a contributor to the literary magazine, worked on the yearbook, was a member of the glee club and of the drama club. She plans to major in education.

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Pauline and Calvinist thinking. The moral of Prométhée, as Mr. Weinberg uncovers in a rejection of history, religion and progress, all of which prevent an individual from feasting upon the banquet of life. For him, Gide depicts man as prime to live in the memory of the past and in the hope of the future. But this man’s journey from past and future, Gide sought to rekindle a universal morality which appeared lifeless now.

It is to the great praise of Mr. Weinberg that his ganze madmen has seen the light of day. Working with a particularly obscure text, Mr. Weinberg uses the discipline of hermeneutics in order to, as he himself says in a phrase reminiscent of Baudelaire, “discover the temple hidden in the very core of symbols, images and allegory. He literally tears the text apart studying verb tenses, examining origins of words, interpreting whole gamuts of episodes and deciphering the symbolic structure of the story. Mr. Weinberg, however, never loses sight of the whole, for all dissected elements, like the pieces of a puzzle, are ingeniously fitted together; let the text perceives the overall complex structure of Prométhée which, according to Mr. Weinberg, is a self in its milieu, an allegory made up of repetitive patterns of symbols, images and figurative sequences. The value of this book is even broader in scope than its austere unraveling of the mythology of Prométhée. For example, Mr. Weinberg evaluates Prométhée in the light of Gide’s earlier and later writings, thus putting their stages in the light of moral and artistic development. Moreover, he compares Gide’s satire to Virgil’s Eclogues showing parallels and contrasts between these two adaptations of the Prometheus myth. And most importantly, Mr. Weinberg offers the reader a dramatic insight into the very soul of Gide, the man burning with an insatiable desire to know the mysteries of life. And most importantly, Mr. Weinberg has been able to translate into words this rare understanding of Gide.

Mr. Weinberg has written a most effective book, a must for anyone interested in the life and works of Gide. I can think of no greater compliment to pay him than to say that Mr. Weinberg, like one of his heroes, can think of nothing but the truth-seeking process, the integrity of the responsible consideration of those issues which has proved to be significant and durable. In this sense, Matriculation to transmit, and to advance knowledge. The value of this book is even broader in scope than its austere unraveling of the mythology of Prométhée. For example, Mr. Weinberg evaluates Prométhée in the light of Gide’s earlier and later writings, thus putting their stages in the light of moral and artistic development. Moreover, he compares Gide’s satire to Virgil’s Eclogues showing parallels and contrasts between these two adaptations of the Prometheus myth. And most importantly, Mr. Weinberg offers the reader a dramatic insight into the very soul of Gide, the man burning with an insatiable desire to know the mysteries of life. And most importantly, Mr. Weinberg has been able to translate into words this rare understanding of Gide.

In Memory

FREDERICK HOMER COGGESHALL, 1907

Word has reached the Alumni Office of the death of Frederick H. Coggeshall, a member of the class of 1907. Dr. Coggeshall was the last of Pe Upton family and, until his death, the representative of that family with moral and artistic development. Moreover, he compares Gide’s satire to Virgil’s Eclogues showing parallels and contrasts between these two adaptations of the Prometheus myth. And most importantly, Mr. Weinberg offers the reader a dramatic insight into the very soul of Gide, the man burning with an insatiable desire to know the mysteries of life. And most importantly, Mr. Weinberg has been able to translate into words this rare understanding of Gide.

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Word has reached the Alumni Office of the death of Frederick H. Coggeshall, a member of the class of 1907. Dr. Coggeshall was the last of Pe Upton family and, until his death, the representative of that family with moral and artistic development. Moreover, he compares Gide’s satire to Virgil’s Eclogues showing parallels and contrasts between these two adaptations of the Prometheus myth. And most importantly, Mr. Weinberg offers the reader a dramatic insight into the very soul of Gide, the man burning with an insatiable desire to know the mysteries of life. And most importantly, Mr. Weinberg has been able to translate into words this rare understanding of Gide.

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Water Polo:
New Splash In Sports

Water polo, as an informal sport, has been added to the fall schedule on the Hilltop. Under Coach Robert Slaughter and captain/enrolled Eugene Shen '76, a 15-man squad has been working out in preparation for Trinity's first organized season.

Last year a smaller group led by Shen held scrimmages with Boston College and the University of Massachusetts. Shen lettered in swimming and water polo at Exeter Academy and had an excellent year last year as a freshman on the varsity swimming team.

Only one other man, Dave Teichmann, a freshman, has played in organized water polo before. He participated in the Amateur Athletic Union-League water polo in Hawaii at the Punahou School where he lettered in swimming and water polo.

Although water polo is new to Trinity, and to most of the squad, the team has a nucleus of strong swimmers. Ted Stehle '74, captain of the Trinity swimming team is joined by Bill Brown '76 and Steve Ceci '76, both free stylers, and Mike O'Brien '76, a butterfly specialist. A number of the freshmen have had experience in swimming competitions.

Trinity will be in the Southern Small College Conference of Division II of the New England Intercollegiate Water Polo Association. Meets are scheduled with Exeter (Sept. 15) and tournaments: at MIT Oct. 5-6, and Southern Connecticut, Oct. 20. To qualify for the New England's Oct. Brown, Oct. 26-27, conference games will only be held with Wesleyan University in Central Connecticut, the University of Connecticut and the University of Rhode Island.

Bants Ready for Williams Opener

A 51-man varsity football squad returned to campus on Sept. 5 from a 13-day practice camp at Easton, Massachusetts. The session at Cape Cod was an innovation for the Bantams and, as Coach Duckett intends to work on strengthening the offensive line depleted by graduation.

Goalies Bill Lawson '74, last year's most improved player award recipient, and Glenn Preminger '74 are back to alternate duties for their third season together. This year Andy Kuintan '76 will be backing them up in the nets.

Coach Duckett has every reason to be pleased with the men back this year as fullbacks. Co-captain Dan Hawley '74 is recovering from a slight knee injury but should be in shape for the pre-season scrimmages. Last year at MIT and Tufts, he led the '72 team to its best efforts of the year. Along with Hawley as fullback are returning lettermen Jay Morgan '75, Larry Pleasonton '74, Ron Kaplan '74 and Sophomores Sean O'Malley and Jim Solomon. Brad Adams '75 will be working on the center fullback slot.

Co-captain Bob Andrian '75 will return at halfback as will Malcolm Davidson '75 and Peter Schuller, a transfer from Carnegie-Mellon and now eligible. Sophomores Chris Harris, Jeff Keiter, and Robert Peterson will also be sharing the halfback duties.

Keiter and Addis will both be working with Coach Duckett on his variation of the wishbone.

TRINITY SPORTS

Varsity Soccer Squad Looks Strong in Defense

August 31 at Trinity heralded the return of 33 men to a voluntary pre-season soccer camp. The squad returned this year with depth and strength in the defense. Head Coach Duckett intends to work on strengthening the offensive line depleted by graduation.

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Only Roger McCord '75 will be returning as a forward. However, Jeff Chan and Chris Jennings are an effective sophomore passing combination. Charlie Stewart and Gino Barra are also promising forwards from the '72 frosh.

This year's schedule includes some strong competitions. Williams and Middlebury were both started in the New England ECAC tournament which Williams won, Amherst and Wesleyan, the Little Three Champions, will also be formidable. If the strength of the defense and talent of the young forwards can jell, this season should be successful for the Bantams.