Dr. W. Jaeger of Harvard Lectures Tomorrow Night

Subject Is "Religion and the Greek Ideal"

The most outstanding classical scholar in America," Dr. Werner W. Jaeger, University Professor and Director of the Humanities Studies at Harvard University will speak on his subject at 7:45 tonight in the化学 auditorium at 8:15.

As the Moore Greek lecturer, Dr. Jaeger will talk on the subject of "Religion and the Greek Ideal of Culture." Nine students will be installed in the Connecticut Beta chapter of Phi Beta Kappa at a dinner preceding the lecture.

Dr. Jaeger has taken upon himself during his distinguished teaching career to study the ideals of Greek culture and to help make students understand the ideals until the fourth century, when the classes met building Christianity.

Dr. W. Jaeger

Chapel Cabinet Will Aid Campus Spirit

In an effort to gain a better insight into college religious sentiment, the new Chapel, Rev. J. Moulton Thom- as has formed the Chapel Cabinet.

According to the Chaplain and Min- ister, the organization will support anything that will help Trinity become a spiritual, moving campus.

It will be comprised of three mem- bers of each Religious Club, one of whom will be the president and an- other a Freshman. Other students will be chosen in order to assist in the promotion of the purpose of the cabinet may be nominated by the Chaplain.

Officers besides Israel include: Ord- en Parker, Vice-Chairman; John Dooly, Recording Secretary; and Lary Bellon, Corresponding Secretary.

Contributions by Townsmen

The Trinity Hungarian Interest Scholarship drive neared the end of its second year, and students' donations continued to be sent to the students sponsoring the movement. Fred Low- enstein, chairman of TRIN, indicated that the amount of the drive was below expectations, and he said he hoped the "People of Goler Hartford will take this case to their hearts.

The student organization is raising $6,300. So far it might offer a full scholarship to a Hungarian Free- dom Fighter.

Dr. Eliakim H. C. Stearns to Eisenhower

The Scholarship fund was initiated following a request by President Dwight D. Eisenhower for such aid to Hungarian students in lowenstein, and Daley, Speaker of the Political Science Club, answered the President's request in this telegram: "in response to your place in the Hungarian Scholarship, the Trinity Political Sciences Club has established this Hungarian Students Scholarship, attempting to raise sufficient funds that the 41st University of Trinity accepts the Hungarian students as our own. We shall not fail!"

Efforts to Locate Student

One of the problems facing students, as Dr. Jaeger is trying to locate a suitable student, to fill the scholarship. The International Refugee Committee has stated that their files would be open to help select the student, but the

Dr. R. C. W. Jaeger

Parking, Batson, Discussed at Senate Meeting

Committee and Organization reports will be made at the Monday night Senate Agenda.

The Senate Parking Committee re- ported that any new parking areas on campus must be approved by the City Zoning Board. The City of Hartford has established a building line of 35 feet, so Campus Club parking was on the east side of the street illegal. This can be overridden by a vote of the Senate itself. The Senate is asking the College to request a change, which would mean that the College could maybe make a con- crete move to solve the Parking prob- lem. The Senate hopes that the board will still move the 35 feet back.

Regina Survey of Clubs

The Senate began delving into the finances of various campus organiza- tions. Representatives from the Aviva- tion Club, the Drama Club, and the Exchore were on hand to explain the functions of their organizations.

Aviation Club "dead as doornail" said Senator Moore Greek Lecturer, Dr. Wyckoff said that the group is now "as dead as the proverbial doornail."

George Wyckoff told the Senate that he was President of the reviv- al Aviation Club. At present it is an "asleep" group and the non-flying group is struggling to have a plane by February.

Wyckoff said that the group is now in the formative stage but stressed that a student does not have to be a member of any Aviation Club to gain Senate recognition. He expressed his dis- ingenuous that due to the limited number of those who would be able to fly the airplane of the various groups, it would be eligible for Senate recogni- tion.

Glee Club combines with U. of Conn. for Interesting Concert

Sunday evening, December 2, the Glee Club, under the direction of Dr. Clarence Barber, presented a joint concert with the Chorus and Choir of the University of Connecticut at 8:00 P.M. in the University's Auditorium.

The combined chorus sung a var- iety and colorful concert before an audience of over two thousand. The Glee Club's portion of the performance included Mendelssohn's "The Righteous Living Forever,," an Italian Lullu, "O Maria, Diana Stella," Dowson's "Maiden in the Wood" and Thump- son's "Tarantella." Mr. Treger, Di- rector of the U. of Conn., choirs, led the combined groups.

Prominent student speaker "Brother James Air," by Jacob, with Fred Mruk '59, baritone soloist, and the "Halibodleah" of the Connecticut University choir.

The Bishop's Men and the freshmen octet, the Chantelettes, each presented a group of numbers and then con- cluded with a song of Negro spiritu- al, "Mary Had A Baby," with Mike Washington, '06, tenor soloist.

Free Spanish Film Will be Shown Tues.

"Dona Barbara," a Spanish film with English subtitles, will be shown in the Chemistry Auditorium next Tuesday, November 20, under the auspices of the Spanish Club, and will be free of charge.

The film is based on the Spanish-American American's most famous novel, "Dona Barbara." The novel is dis- tinguished both by its setting on ma- rine and barbaric America frontiers and by the powerful characteriza- tion of its protagonist, Dona Bar- bara.

Not only is nature barbaric but man is made barbaric by it, as seen pri- marily in the central figure.

Dona Barbara is a weak, bright, powerful and ruthless, barking man to her perversions. In its forceful per- formance, this "Madonna Barbara" is unequalled in the Spanish-American novel.
STUDY SHOWS PATERNALISM INCREASING

The American Civil Liberties Union has prepared a study entitled "Academic Freedom and Civil Liberties of Students," under the direction of Prof. Louis M. Haik and Prof. Hans Kohn, at the University of Connecticut. The study is directed to the discussion of matters of interest to Trinity students.


to the Editors

The staff of the Tripod was saddened to learn of the passing of Mr. E. Laird Mortimer, Jr., the father of our Editor-in-Chief. We take this opportunity to extend our sincerest sympathy to the Mortimer family at the time of their bereavement.

LETTERS TO THE EDITORS

To the Editors:

Recent years of war and international tension have brought about a widespread feeling of uncertainty among students regarding the future of our country and our world. This feeling is well illustrated by the recent survey of college students conducted by the National Opinion Research Center at the University of Chicago. The survey showed that a large majority of college students believe that the United States is not safe and that the future of the world is uncertain. Many of these students are concerned about the possibility of another world war and the consequences of such a conflict.

The trip to Trinity next year. To elate, the fund, THIS, has society for which they are fighting. Contributions should grow in the list of extra-curricular activities here, in

The Connecticut Press, Inc.

The BOND PRESS, INC.

HARTFORD, CONN.

Hartford National Bank and Trust Co.

Eight Convenient Branches in Greater Hartford, Six in the New London area, two in Middletown.

Serving Connecticut and families since 1792.

OUR GIFT GIVING CONSIDERATION

FOR HER

- Scotch Cashmere Sweaters
- Man Tailored Shirts
- English Raincoats
- Trinity Colors ShetlandScarves
- Liberty Silk Squares

FOR HIM

- Scotch Shetland Sweaters
- English Wool Chaps Neckwear
- Hand Framed Imported Argyle Hose
- "Khaki" Trousers lined with "Red Flannel"
- Tartan Cummerbund Sets

CALLING CARD | 600 RAILROAD AVE., HARTFORD, CONN.

For your gift giving considerations, we are selecting the best of the best, only the finest for your loved one. You can rely on us to help you find the right gift for that special occasion. Our selection includes a wide variety of gifts to suit any taste and budget. From traditional favorites to trendy novelties, we have something for everyone.

Our knowledgeable staff provides personal assistance, allowing you to focus on selecting the perfect gift. We offer a variety of card designs to choose from, including personalized cards and gift cards. Our team is committed to ensuring your satisfaction, so you can rest assured knowing that your selections will be delivered on time and in perfect condition.

Call or visit our store to learn more about our extensive selection of calling cards and to place your order. We look forward to serving you and helping you find the right gift for your loved ones.

For more information, please visit our website at www.callingcard.com or call us at 1-800-123-4567. Thank you for choosing us for your gift giving needs.

Serving the Banking and Financial Needs of the People of Connecticut

THE CONNECTICUT BANK AND TRUST COMPANY

FOR YOU
The Nature And Place Of The Liberal Education In The Contemporary World Discussed In Report

Statement by '44 Committee Reprinted By 'Tripod' to Honor Phi Beta Kappa

(EDITOR'S NOTE: In conjunction with this week's Phi Beta Kappa Installation and the Greek Moore Lecture. This report contains part of the report of the Committee on Liberal Education which was submitted to President G. Keith Funston.)

DEFINITION OF LIBERAL EDUCATION

It is difficult to define liberal education clearly, simply, and briefly. For the sake of the moment, liberal education may be roughly defined as the development in an individual of a man which is peculiar to man, and common to all men. This excludes special skills and includes the capacity for reason, imagination, and communication, as the means to knowledge, judgment and character.

These general qualities can be strengthened by training and, training which has this educative social effect is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which has this educative social effect is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education.

LIBERAL EDUCATION'S AIM

Thus, as a biologist, the organism which he is living and developing, the organism he is growing and training which has this educative social effect is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education.

The liberal arts curriculum is concerned with the part of education which includes all those elements of knowledge which is common to all men. It is clear that the student who has been given the idea of statement that his human life is an art.

This in importance of language in education, as in life, cannot be too strongly emphasized. Educators, however, may be divided into two classes. They are the liberal education and the schools of education. This distinction may be roughly defined by the liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education.

DEVELOPMENT OF USE

Thus, while all men possess some ability to think, this ability may be developed or not. It is possible to train ability to think in certain people and to develop it in others; every one would be confused within his own private self, and no one would have any communication with others. All communication would be impossible. All thought, in contrast to the private and subjective thought of the communication upon language and education.

While living speech is the most common form of education, it is far the most important medium of expression. When a man, in the process of this educative social effect is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education.

In this educative social effect is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education. Training which is intended primarily by its purpose and the method of which is recognized as liberal education is called liberal education.
ruddy barbed wire, has been willfully, a little more than a can be achieved only through symmetry. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.

AMERICANcrafted by comparison with British and continental youth. And the exigencies of war, making heavy demands on our young men, have shown that this is probably an artificially prolonged adolescence. In any case, there can be no question that a certain delay is desired to the education which develops human personality and frees the individual to fulfill his proper nature. This is justly reported. This report tentatively accounts for the equivalent of the customary four college years.

MRS. HALL

Such education implies a special sort of teachers, namely those who have been called "liberal artists." Pedagogically the blind do not make the best leaders of the blind. The education of man presupposes a man who is educated. The liberal arts teacher has a unique function in the realm of education, and the proper fulfillment of this function requires more than specific abilities. He must have within himself something of the "run of twenty odd centuries" of the mind's "activity" in order to know and to appreciate what is excellent and to hold contempt for the humbug. His is the largeness of mind which makes him a lover of the vision of truth. He must endeavor to take up into himself all the abilities of a time, all the hope of the future. He must be a man of character and courage, who loves and respects his students.

In some philosophies the metaphorical language, the liberal arts teacher is primarily concerned with poetry and art, and is less concerned with fields of accumulative knowledge. That is, his real concern is with values rather than with "facts." The liberal teacher will create a classic of his own. But gods among men are unpredictably unpredictable.
Foster, Royden Stand Out; MIT Drops Frosh Cagers by 72-71

By MAC COSTLEY

A LAPSE in head-up basketball in the third period, according to Coach Verb, was one of the deciding factors Saturday night. The fresh five wilted when they entertained the U. of Mass. yearlings. Saturday the Trin Fresh will journey to Worcester where they will oppose the Worcester Tech cagers.

A disputed call on a swishing jump shot by MIT forward Bruhl, at the end of the overtime, put the visitors in the winner's circle here Saturday night. In regard to this controversial decision, Verb commented that he was verified by the timekeeper in stating: "The overtime was over before Bruhl even put the ball."";

MIT Leads

MIT led most of the way through the first quarter; however, the Bantams secured the lead 22-21, near the end of the period. From that point on, the local lads held the visitors scoreless until Bruhl pumped in two to lead the MIT Crimson, with two minutes remaining in the half. In the meantime, however, Trin had compiled a sizeable lead. The score at intermission was 43-27.

In the second half, MIT scored back tallying eight quick markers before the Bantams could force one through the hoop. Led by Rogers and Bruhl, the sharp shooting visitors regained the lead 54-55 near the end of the third quarter. From then on the lead changed hands many times until Trin took the lead 64-62, and proceeded to stall. Nevertheless, MIT scored in the last seconds knotting the points at 64 each and running an overtime.

Three button center vent styles.

STACKPOLE, MOORE, TRYON

118 ASYLUM STREET
One of America's fine stores.

Open Mondays: 12:00 Noon 'til 9:00 p.m.
Thursdays: 9:30 a.m. 'til 9:00 p.m.

SMOKE FOR REAL
smoke Chesterfield

"IT'S FOR REAL!"

by Chester Field

SANTA CLAUS ANALYZED

Why oh why does Santa go,
"Ho, Ho, Ho, Ho, Ho!"

Is it just because he's jolly,
...Gifts for everyone on earth
Breed hysteresis—not mirth
If you have his job to do
Bet you'd shake like jelly too!

Morals:
End your gift problems before they start. Give Chesterfield in the carton that glows for real—to all the happy folk who smile for real! Buy lots to Christmas list.

Pocket, Bantam, Pegasus, Pelican, Anchor and Parmo Books

with paper covers.

Student Union

BOOKSTORE

Bantam Five Face UMass; Bow to MIT

By BILL McGUIR

INOw everyone is acquainted with the "re-tirement" of Jack McGowan. Faced by coach Roy Oatting's ultimatum to sit on the bench, the junior forward turned for the door. On the other side of the ledger George Kelleher has assumed charge of the team. Kelleher's spirit is a welcome relief from the crossing parade of student non-participation.

Tomorrow night the Bantams will play to the Massachusetts Huskies at 8:15. Last year the Bay-staters won both the freshman and varsity games. They also split a pair with UConn. This year's squad is a 6'4" senior from Hartford's Bulkeley High. Vincenzo scored 102 points last season and placed second is rebounding.

Frosh Tankers Begin Workout

BANTAM FRESHMEN swimmers report into action January eighth and Coach Bob Slaughter said all indications point to a good season, with a better record than last year's 6-3 mark.

The mentor of the yearling merman said this year's squad looks good: "The boys are working as hard as any other group I've coached and this will pay off."

There are twenty-one members on this year's squad and the coach has pragma a number of them as appearing very good after just a few weeks of practice. John Friedman and Jim Gibbons in the individual medley, Brian Foy in the freestyle, George Black in the breaststroke are the swimmers that Slaughter has tagged at this early date.

Bob Morgan, who is supposed to be the hottest thing in the water this year, scored 16 points last season and the coach feels confident will go into action this year as a non-factor.

Murray Muraskin and Bob Adams in the breaststroke are the swimmers that Morgan has tagged at this early date.

It's for Real

by Chester Field

December 5, 1956

THE TRINITY TRIPOD

Page Five

Varsity Tank, Cage Teams Open Year

Young men in college

need must watch the budget... buy clothes with right style... wear—value for their money. Here at ESSEMTEE we are more than happy to display SPORT COATS in Tweeds and Shetlands, patterned in Harringtons, with various excellent effects at $40, and $45.

Three button center vent styles.

STACKPOLE, MOORE, TRYON

118 ASYLUM STREET
One of America's fine stores.

Open Mondays: 12:00 Noon 'til 9:00 p.m.
Thursdays: 9:30 a.m. 'til 9:00 p.m.

Satisfaction guaranteed

by Chester Field
Dr. Van Stone Does Research On Research of Frog's Legs

By AL KRUPP (Science Editor)

Dr. Van Stone, assistant professor of Biology, is doing research work concerning the regeneration of limb limbs in tadpoles. This work is the topic of his thesis at Princeton graduate school and his present work is a continuation of this topic.

It is known that a young tadpole possesses the ability to regenerate limb limbs, but prior to the metamorphosis stage it loses this ability. It is thought that one of the major factors in regeneration is the number of nerves and a possible chance to the relationship between the number of nerves and the amount of tissue present. Cross-sections of the limbs are taken, and the number of nerves per unit are counted. There is a constant value for the number of nerves per unit area.

Dr. Van Stone, by comparing various cross-sections is attempting to ascertain whether or not this value is constant in all areas of the limb. Regeneration takes place at the plane joint where the limb connects to the body. At this joint there is a heavy concentration of sciatic nerve fibers. In the larva there is a mass of young nerves which is very active in the process of growth. It is thought that these two factors may be related to regeneration in this area.

Dr. Van Stone is now attempting to establish the relationship between these two factors and the way they affect regeneration. Dr. Van Stone is being assisted in his research by Dean Uphoff, a junior pre-med student.

The TRIDENT TRIPOD

December 5, 1956

Conn. Valley Economist Assoc., Hold Organizational Meeting

by CHARLES R. ARNDT

Meetings were held Tuesday, December 5th, at The College, the Connecticut Valley Economist Association held their first organizational meeting of the 1956-57 year.

The meeting was held at 1:30 P.M. in the lounge of the school. Two meetings held earlier in the conference gave an opportunity to members of economic associations to familiarize themselves with college accommodations.

Some of the colleges and universities represented were:

Professor William Fellner of Yale for his significant writings on economic theory, monetary and business cycles, spoke on the topic of the Meaning of the Keynesian Influence on the 1920's.

In 1956, Keynes’ epic making his way, the General Theory of Employment, Interest, and Money was published, with the result of having a profound influence on public policy making and economic thinking.

Professor Fellner showed how Keynesian view on the control of economic cycles differs from that of classical economists.

The classical economists upheld the view that satisfactory levels of employment can be attained without the necessity of state intervention. Keynes, on the other hand, with the critical theory of this work that was widely upheld during the 1920’s, believed that the basic techniques of governmental policy had advanced to an extent that permitted the state to be a future feasible and that intervention by the state was necessary to create happiness and maintain the conditions of employment that the people demands.

Art Christ Reigns, Train Coach Rediscovering the Country

ART CHRIST, coach at Trinity since 1949, has acquired a new love of country travel. Coming to Trinity from Springfield College, he has coached varsity tennis and football track, and serves as line coach during the football season.

Art through his plans are now billed nils, Christ thinks he might as well be the business field.

Letters (Continued from page 2) before the student body, it would be quite necessary.

The group is a Christening for all personnel at 84 W. St., a few days before the 15th. We have several concerts scheduled which will give an opportunity to the outside with the opening of the Music exhibition in the School.

Peter S. Reitvaldt, Jr.

Dean William Kate of the University of Chicago Law School has announced that the Law School from December 6th from 11:45 A.M. to 2:00 P.M. to talk with Senators interested in Law.

Got these in your holiday plans?

This all-Arrow outfit can make a Christmas morning. (With a couple of well-placed hints, it can be yours.) For your Christmas checking:

- A cross-country ski suit of imported cotton flannel, with the genuine leather collar; and two college skis, Arrow slacks and University style crew neck sweaters.

Shirt, $5.95; sweater, $11.95; slacks, $12.95.

But take your laundry home to mother. You'll save time and money too.