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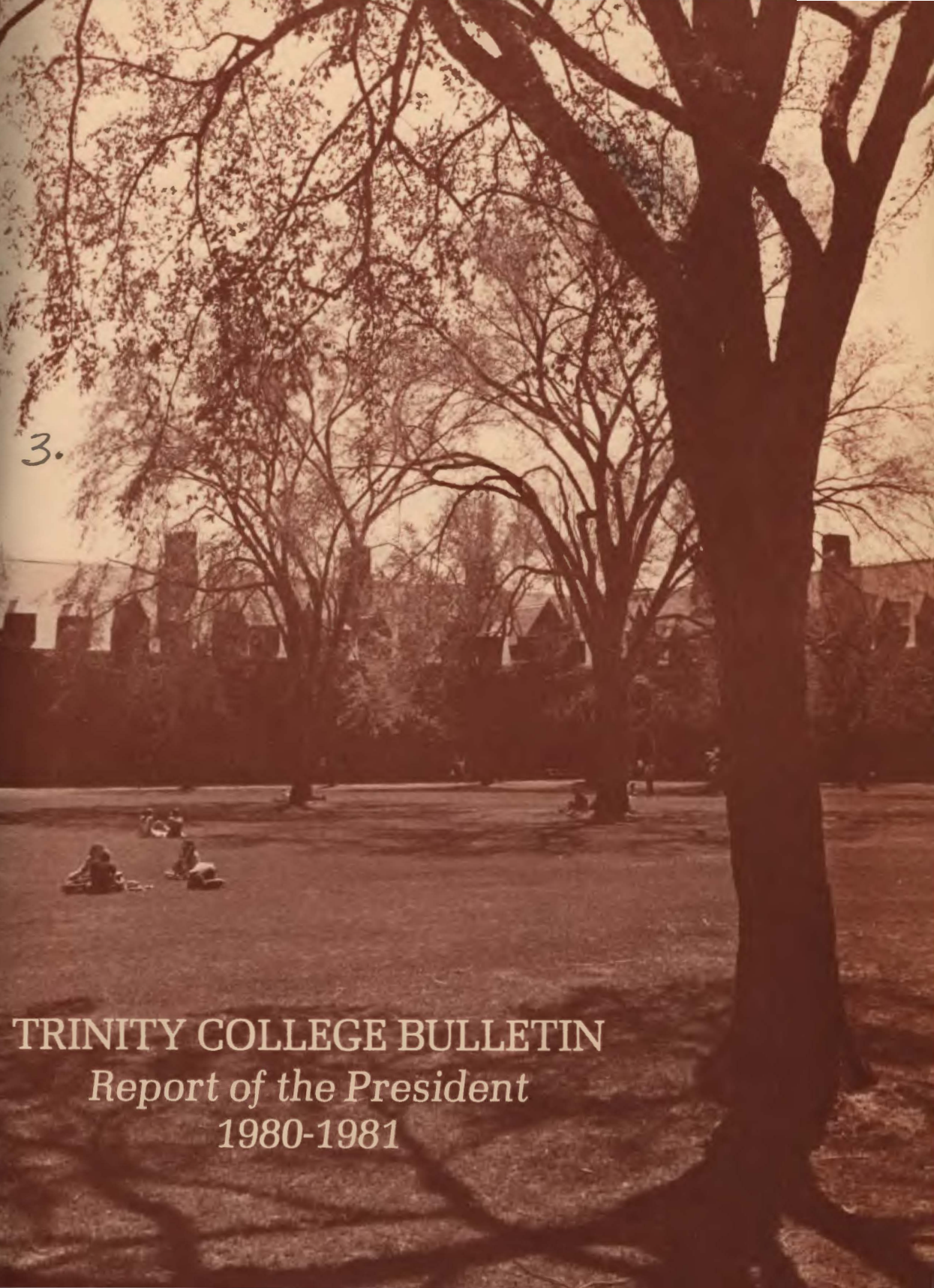
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TRINITY COLLEGE BULLETIN  
*Report of the President*  
1980-1981

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NUMBER 3 (SEPTEMBER 1981)

**The Annual Report of**  
**PRESIDENT THEODORE D. LOCKWOOD**  
**September 1981**

**Trinity College**  
**Hartford, Connecticut**



## TIME AND AGAIN

Once again I have the privilege to present an annual report to the Board of Trustees and to the College community. A word of appreciation is a quite proper introduction to this year's commentary. In addressing certain issues, I do so with the affection of a person who has immensely enjoyed his years at Trinity. The College is an uncommon place; for those of us who serve here it provides an open and free exchange of ideas in an environment rare in society today; and for those who are students it offers the opportunity to explore a variety of worlds in a manner that no other institution in society supports.

### 1.

Edmund Wilson's *Letters on Literature and Politics* includes a letter he wrote while an undergraduate at Princeton. During a class in philosophy, "in the midst of a beautiful disproof of the existence of sound, a lusty brass band came down the street and completely drowned out the lecture, to the infinite delight of the class." (p. 14) All of us know the disjunction that can occur when reality intrudes on neat theories conceived in the comfort of our studies. Events now so regularly intrude on our preferences that I believe we should examine what that means for education.

We know what it meant during the late sixties when colleges appeared to swing from the traditional commitments to enthusiastic experiments attuned to a changing student population preoccupied with politics, minorities, and meaning. Over time we have tried to sort out the significance of this shift; and, as we have adjusted, we discover that student attitudes have in the meantime taken yet another turn. In this essay I want to try to identify both the visible and less visible factors which I think will affect higher education during the balance of this decade, and perhaps beyond.

Clearly a prime issue will be how we govern ourselves; that is, in what spirit we seek to resolve the issues before us. In the corporate world, there has been a growing disposition to recast the role of directors, to redefine both how they operate and what responsibilities they assume with respect to management. Deliberately they have moved from the assumption that their duty is to ratify and seldom to question to a position from which they not only review performance but also consider the longer range obligations of the corporation to the society it serves.

Colleges and universities have sought various solutions to the challenges that their governing procedures have faced during the last fifteen years.

The student movements of the late sixties, the fiscal straits of the seventies, and the changing prospects for the eighties have all prompted trustees to take a more active role. Administrations have also had to adjust to these inheritances. Certainly the demands upon time and energy have multiplied exponentially, not only because of questions inside the College but also because of the external influences most frequently expressed in state and federal regulations. Local governments have also raised more and more questions of independent institutions. Enough has appeared in print on that ambiguous intrusion of government that I need not dwell on it here.

But the consequences of the new realities do bear repeating, for the tranquility which seems to characterize so many campuses is on the surface only. For example, having planned the steps necessary to reduce the size of the faculty, we hear less about the process and the consequences. Yet, a certain distrust persists that time alone will not dissipate; for in our restrained condition within higher education any further adjustments would go to the heart of the governing process again. Similarly, I would argue, student groups have difficulty looking beyond their own concerns to the larger perspective of the College. So long as the issues are either minor or supported by a general consensus (e.g., the need for more minority students), partisanship will remain muted. But, as this year's discussion of the future of fraternities showed, it is much harder to maintain a spirit of forbearance and good faith when the issue is controversial.

My point is not to generate worries needlessly; rather it is to emphasize how important at this juncture it is to revive our belief in collegiality. The ideal of collaboration expressed by that term can be drowned out very quickly by self-interest and latent distrust if the community confronts a harsh issue which it is not prepared to join together to resolve. Only by self-consciously reasserting that which binds us together in this collegiate endeavor can we avoid divisiveness. We must face up to the distrust that persists below the surface and emphasize our shared commitments to education, our dependence on candid and reasoned discourse. Many have observed that campuses have been Balkanized, and others have argued that the fiscal strains brought on by inflation have yet to work out all their unhappy results within higher education. I share those concerns and argue that we must reflect on the way we govern ourselves while we still have the time to take corrective measures.

We had an example of how to do this when the students organized a highly successful Awareness Day this spring. Student leaders felt that the entire community should sit down and talk about racism, sexism, and a number of other issues that affect our collective life. The intention was not

so much to settle any one of them as to hear the different perspectives as a prelude to getting at the problems systematically in the future. The faculty concurred even though some were skeptical about the usefulness of such a day. The results confirmed the hopes of the organizers: people talked openly; suggestions for future action did emerge; and everyone agreed that the exercise was far preferable to pressure-group tactics.

Whenever events intrude, whenever the noise from the street challenges our classroom view of issues, we should seize the opportunity to look to the future. Our collegiate body politic must look to new conditions that may prevail, not hug the status quo.

## 2.

The same sentiment applies to the world at large. Just as a holding pattern may all too often characterize our approach to how we manage our internal affairs, so also we may try to hang on to an out-dated view of our global village. As we continue to review our curriculum and discuss how best to prepare students, we must adjust our perception of the world around us. I tried to make this point in my remarks to seniors at Commencement, and I shall repeat those observations here.

"We know that the world is increasingly unpredictable. It has become a drastically different place in the brief compass of your lifetimes. Fully three-quarters of humankind live in the so-called Third World. Neither the United States nor the Soviet Union can decide what will happen; no longer can they hope to control events, even to the limited extent that they might have done in, say, 1960. There are just too many clashing interests, too many divergent perceptions of what we should do on this globe, too many competing visions of the human future. As one commentator has remarked, the air is filled with 'cultural clatter and ideological noise.' And modern communications — at once a blessing and a curse — constantly inundate us with views that call into question cherished beliefs. Not only has power become more widely diffused around the globe, but we are undergoing a dissolution of the old political and moral order which determined how things were supposed to happen.

We all give lip-service to the interdependence of nations and to the ideal of cultural pluralism. Yet, ironically, we



persist in the conceit that we can eventually reconstruct the world in our own image. It is not to be done. We cannot restore Iran, Vietnam, and El Salvador to what they once were. Nor can we call back into existence an outmoded system of values, a vanishing world-view. But we can alter our way to understanding the major changes, which will continue to be, in the main, discordant and unsettling. In such unprecedented circumstances, we need to re-think our approach. Though I have no ready answers, I am convinced that we must call on the colleges and universities to help us comprehend what the new world realities are. Our educational institutions represent our finest source of new ideas with which to confront world events that no longer accommodate themselves to our vision alone. I share the faith which Walter Lippmann long ago expressed in explaining the central purpose of higher education: 'The behavior of man depends ultimately on what he believes to be true about the nature of man and the universe in which he lives, to be true about man's destiny in historical time, to be true about the nature of good and evil and how to know the difference, to be true about the way to ascertain and to recognize the truth and to distinguish it from error.'

If we fail to attain such understanding, we shall find ourselves increasingly uncomfortable in the new world. On the other hand, if we marshal our resources of intellect and will, we can hope to affect, in some small but crucial way, the unfolding of historical events. I stress: *small but crucial*. On this point, it is well to remember the observation a Commencement speaker made two years ago: on a *long voyage*, even a slight change in the set of the rudder will drastically alter the final destination. I hope that thought serves to reinforce your conviction that the individual can make a difference, even in a world seemingly beset by impersonal and ineluctable forces."

In short, we cannot await some flash of understanding to illuminate the uncertain age in which we live: we must incorporate into our assumptions about education our best, well-thought-out views of the international situation.

This recognition complicates our mission. In a recent statement profiling

the College, we tried to move from immediate concerns to wider responsibilities: "While Trinity recognizes students' legitimate career concerns, it wishes to prepare its graduates to lead examined and productive lives, not just to make a living. Thus it tries not only to impart knowledge and skills but also to nurture such qualities of mind and character as curiosity, critical acumen, discerning judgment, ethical awareness, and the ability to confront the unfamiliar with confidence." In the broadest sense, we want to help students learn to act in ways which will make the world more humane and civilized.

That is an entirely appropriate ideal for the undergraduate liberal arts college and should be its primary purpose. Of course, there is an obvious link with what I have already said: a college is shaped by the manner in which it operates and the world in which it exists. At the same time it seeks to influence the future of our society. The impact of those twin observations is twofold.

First, a college education must establish the context within which judgments are to be made. We try to describe reality in many different ways. Traditionally we have studied the past so as to understand the present, whether we use the classical survey or the case-study method. We emphasize communication for all the obvious reasons: transmission of knowledge is essential; explication is a necessary art; and literacy is a preeminent goal of all education. We bring other perspectives to bear upon reality. Many art forms help us to clarify the general issues before us. Clearly the sciences describe and interpret physical reality in a way that permits us to incorporate it into our view of the world. Such disciplines as mathematics allow us to quantify our perceptions. Recently the growth of technology has presented us with perhaps the severest challenge to our obligation to help students appreciate the world in which we live. We now know that we must do far more to acquaint students with that technology and with the fact that it is the product of human decisions. Only as we confront that task, can we return to our ideal of humanizing society.

Second, the very process of discriminating among perspectives in order to arrive at the proper context from which to view society requires choices. A faculty makes those choices repeatedly, and that collection of decisions represents, in effect, what we mean by values. In turn, those values govern our actions and suggest how we shall try to shape the future. From my own experience, and that of other teachers, I know how difficult it is to move from these judgments to their application to the present and future. In many ways the four years of undergraduate education are essential, not so much for the conveying of information as for the maturation of the mind in

arriving at true awareness of the complexities involved. We used to talk as if we had agreed upon what an educated person must know. That we are less certain now is due both to the amount one might theoretically know and to the range of optional world views. There are no simple answers, and I am suspicious of those who think we can design a new program of general education to remedy the situation.

Clearly, these remarks serve as background for comments on Trinity's curriculum. Twelve years ago the faculty adopted an approach which placed great emphasis on the student's own choice of subject matter and courses. One year ago we concluded that it was time to review that so-called open curriculum to determine whether it had run its cycle, whether it was still as effective as it had been during the seventies. The *ad hoc* committee reported to the faculty this spring. Their conclusion: "Our principal finding is that the Open Curriculum instituted in 1969 continues to be the most suitable type of curriculum for Trinity College for the immediate future. We assert, therefore, our continued support of this style of learning, with the added emphasis that this is a curriculum of *responsible freedom*, both for the students who participate in it and for the faculty who implement it."

The committee did recommend four improvements. First, they asked the standing curriculum committee to undertake regular and systematic review of the curriculum, particularly at the department level. Second, they called for the establishment of a faculty committee on advising to supplement the efforts of individual faculty advisers and to explore what steps can be taken to ensure coherence and breadth in every student's program of study. Third, they asked each department to identify courses in other departments that would serve well as cognate courses. And finally, they concluded that it would be helpful if all seniors had some culminating senior exercise in each major. The faculty voted to implement all four recommendations.

The committee's closing observation is worth repeating. "The curriculum is, like all dynamic structures, a structure for accommodation, in which specialization must be in balance with educational breadth, practically directed study (such as internships) in balance with adventurous learning for its own sake, and the freedom to avoid certain endeavors in balance with the obligation to embark on others." It is reassuring to discover that the Open Curriculum has maintained its vitality. It has led to experiments. It has generated strong student motivation. It has been, in short, a success.

At the same time we would do well to recognize that questions remain. In

establishing a curriculum so squarely on the departmental base, we place great faith in the ability of each discipline both to acquaint students with the particular perspective of that field and to relate that circumscribed view to the broader goals of undergraduate education. There is no guarantee that we can strike the proper balance. That is why it is so important that the Curriculum Committee begin its task of studying what is happening department by department. Courses can be too narrowly conceived and taught too rigidly; they can also become flabby. But I am less worried about those possible defects than about a failure to identify the manner in which courses serve the entire curriculum. I would disappoint many if I did not, once again, suggest that a possible remedy lies in asking each faculty member to devote one-sixth time to teaching outside the requirements of the major. Some such device, arbitrary as it may be, could engage the faculty in thinking more frequently about the College's academic commitment as a whole. At the very least, every professor, irrespective of field, must accept a responsibility for insisting on a high level of expository skills among students.

A related question which faces any open curriculum is how effectively it assures that every student is broadly literate. There is admittedly a catchword quality to such an observation, but the fact remains that all students need to be conversant in the traditional domains of the arts, humanities, social sciences, and natural sciences. Advising, which is really the art of persuasion, can help immensely. However, what may be even more significant is the creation of an environment in which, no matter where students turn, they encounter the necessity to reach into unfamiliar fields and to relate them to their specialty. The most obvious illustration is the pre-medical student who realizes that a philosophy course on ethics will make her a better doctor. Less obvious is the need for a history major to appreciate the encoding system represented by computer language and its mathematical symbolism. The faculty will have to continue the debate begun by the review committee.

Another issue is one familiar to economics: the macrocosm versus the microcosm. I shall forego remarks about that discipline's debate, but it is pertinent to an educational issue of long-standing. We have operated largely from a conviction that Western civilization provides an appropriate focus. After World War II we opened the lens a bit. Now we permit occasional wide-angle views, but our scholarship has understandably hesitated to incorporate the macro view. We find our greatest security in micro-analysis, even though the major problems do not respect that limitation. To put it in different terms, as population has expanded, we see our immediate

community as requiring closer attention than ever before. It is not simply a matter of the individual's role in society becoming less clear; it is also our inability to find a manageable context within which to resolve questions. Education today reflects this same sense of unease about the proper dimensions within which to work. I hope that future discussions will help us regain our confidence in the perspective we should have, both as an institution and in our respective fields of inquiry.

No doubt the questions which I have so lightly touched upon explain in part why the baccalaureate degree seems to lack coherence in the late 20th century. The return of many institutions to a program of general education reflects concern over the absence of common goals in undergraduate education. All the complaints about overspecialization, pre-professional study, and the shift in majors toward job-oriented fields present an undeniable challenge to liberal learning. We are even uncertain about the quality of what passes as a B.A. degree. We used to worry about the "diploma mills"; now we wonder what any diploma actually means.

Trinity's diploma still stands for excellence, but we delude ourselves if we think we shall be immune to the erosion which has occurred in many sectors of higher education. Therefore, I am persuaded that Trinity and the other exemplary institutions of liberal education must assume the initiative in redefining the significance of the baccalaureate. That does not mean designing a template, but it does suggest the need to clarify and revitalize the nation's undergraduate academic goals. From such an exercise we may perhaps also learn what concerns faculty really share about the liberal arts and sciences.

#### 4.

Of course, the challenges confronting colleges include more than those expressed in the classroom. Financial pressures persist. Fortunately, Trinity finished the year with a budget well enough in balance to permit us to use funds for our reserves and for repairs and renovations. Our endowment stands at a new high of approximately \$47,000,000. We were able to make salary adjustments for next year that will put the College in a better competitive position and offset some of the impact inflation has had over recent years. Thanks to record support from our alumni, parents and friends, and from corporations and foundations, we have raised \$827,524 in our Annual Fund drive, and, for the second year in a row, more than \$3 million for all purposes. These generous gifts and bequests have improved our fiscal prospects, and helped our students and faculty in many important ways. In particular, the College was honored to receive a challenge

grant from The Mellon and Hewlett Foundations to establish an endowment for institutional self-renewal. We shall use this presidential discretionary fund largely to assist the faculty with projects we could not otherwise support. In June we also received a \$300,000 grant from The Mellon Foundation to be spent over ten years to improve the employment opportunities for our junior faculty and to enable us to make room in a very tight job market for talented newcomers to the teaching field.

To all those who have contributed to Trinity this year, we express our profound thanks.

Clearly one of the troublesome issues before us is federal funding of student grants and loans. We anticipate a reduction and have established a reserve to draw upon as we work our way through this transition to different forms of scholarship assistance. In concert with others we shall seek new ways to continue our commitment to economically needy students.

Simultaneously I would urge the College to draw upon its experience with the Individualized Degree Program to introduce other programs that would permit students to earn money while completing their degrees. Not all IDP students are working at the same time they attend classes or complete projects, but a significant number do. Younger undergraduates may now wish to consider studying for three semesters, then working full time for a semester, and subsequently returning to college. I think we should consider a number of work-study patterns.

A main reason for suggesting this complement to our IDP program derives from our constant effort to maintain a diverse student body. We do not have enough minority students; we also need more middle income students. The Board of Fellows has made some well-informed suggestions about the goals we should set in this regard, and I wish to use this occasion to thank them for their substantial contributions to this discussion and to other problems before the College. One other possibility we may wish to consider is helping more Hispanic students from our own neighborhood.

That neighborhood is experiencing difficulty in settling into a stable community. We continue to work with the Institute of Living and the Hartford Hospital, through the vehicle of the Southside Institutions Neighborhood Alliance (SINA), in helping this part of the city rebuild. We cannot afford to underestimate the importance of this effort, and no doubt we shall have to try many new things over the coming years to improve the local scene, out of self-interest as well as a sense of obligation to our friends and neighbors.

I would be remiss if I did not also mention briefly the task which trustees, faculty and students have shouldered so effectively in seeking my succes-

sor. In one sense, the College quite properly went about its business this spring as if the choice of a new president were not all that much of a chore. At times one got the feeling that, as they say, presidents do come and go, and the institution moves ahead unperturbed. That disposition reflects a certain wisdom that is well taken indeed. Yet, the search provided some flurry of excitement. The choice of Mr. James F. English, Jr. in the middle of June, after an exhaustive search and unending interviews, was a most happy conclusion. With all of you I wish him great success. I hope he will enjoy serving as Trinity's president as much as I have.

As I close this year's report, I find myself composing three separate dedications. First, may I recognize the loss of four trustees and one retired professor who have done so much for Trinity. Henry Beers was a Charter Trustee Emeritus who contributed profoundly to the progress Trinity enjoyed after World War II. Similarly, Seymour Smith, Secretary of the Board and also a Charter Trustee, combined a keenness of mind and an economy of words that lent his observations unusual weight among his colleagues. Jack Wean was a generous supporter and always a genial person with a sharp appreciation of what makes a great college. Trustee Vertrees Young made the voyage from Bogalusa regularly to bring his considered judgment to our deliberations, always carefully documented on his yellow pad. We miss them all. Professor Robert Waterman, retired from the department of modern languages, taught for most of his career at Trinity and helped countless undergraduates appreciate the nuances of the French language and culture. We salute that service to education.

Second, I wish to express my deep appreciation for the innumerable kindnesses which the trustees, faculty, students, and staff at the College extended to me and my family over the years during which I have served here. It was a great privilege to be the president of Trinity. As an alumnus I shall follow the future of the College closely and fondly, and "time and again" shall reflect upon its crucial role as a distinguished liberal arts college.

Finally, to all the friends of Trinity I send my greetings. We share an affection for this college that is profound, proper, and well-placed. To all of you my very best wishes!

Theodore D. Lockwood

June 26, 1981

## FACULTY PRESENTATIONS AND PUBLICATIONS

Listed below is a selection of faculty publications, exhibitions, scholarly papers and lectures for the period September 1980 to September 1981.

David J. Ahlgren, Assistant Professor of Engineering

"Performance Limitations and Synthesis of Matched Broadband Unilateral Amplifiers with Field-Effect Transistor Active Elements," in *International Journal of Electronics*, Vol. 48, No. 6, 00, 1980.

"A Microcomputer Laboratory Work Station," in *IEEE Transactions in Education* special issue "Microcomputers in Education," Feb., 1981.

"Design and Application of a Piezoelectric Crystal Thermogravimetric Analyzer for Microgram and Submicrogram Samples." Paper presented with D. Henderson, et al, at the 1981 Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy.

"A Versatile Microcomputer Interfacing System for Undergraduate Laboratories." Paper published in the *Proc. First Annual Small Systems Conference*, University of Evansville, Oct., 1980.

Joseph D. Bronzino, Professor of Engineering

"Quantitative Indices of the EEG Amplitude Histogram," with W. B. Forbes and P. J. Morgane, in *Proceedings of IEEE-GEMB*, IEEE Press, New York, Catalog No. 80Ch1589-1.

"The Educational Needs of Clinical Engineers." Chapter in *Management and Clinical Engineering*, edited by C. A. Caceres, the Archtech Medical Library, Dedham, Mass., 1980.

"Neuropharmacological evaluation of the afferent projections from the Lateral Habenula and Substantia Nigra to the anterior Raphe in the rat," with W. C. Stern, A. Johnson and P. J. Morgane, in *Neuropharmacology*, Feb., 1981.

"PGO wave activity and cortical EEG in the resperinized anesthetized cat," with P. J. Morgane and M. M. Kennard, in *Sleep*, Mar., 1981.

"Spectral Analysis of EEG Effects Induced By Systematic Administration of Morphine in the Rat," with M. Kelly, M. Gudz, N. Oley, and C. Cordova, in *Proceedings of the Ninth Northeast Bioengineering Conference*, W. Welkowitz, ed., Pergamon Press, N.Y., 1981.

"Medical Information Processing in Hospitals: Concerns and Examples," in *Proceedings of the Fourteenth Hawaii International Conference on System Sciences*, Vol. 2.1, 1981.

Marjorie V. Butcher, Professor of Mathematics

Discussion of "A New Approach to the Theory of Interest," by S. David Promislow, Actuarial Seminar at the University of Michigan, Ann Arbor, Oct., 1980.



Michael R. Campo, Professor of Modern Languages

"Eduardo De Filippo," in *Columbia Dictionary of Modern European Literature*, pp. 194-195.

"Dante's *Divine Comedy* and the Figure of Ulysses," presented as part of the Humanities Lecture Series at the Greater Hartford Community College, Apr., 1981.

George E. Chaplin, Professor of Fine Arts and Director of Studio Arts

One-man exhibit at Vassos Gallery, Silvermine Guild of Arts, New Canaan, Conn., Jan./Feb., 1981.

Participant in "Art in Embassies" program of the U.S. State Department. Thirty-six paintings shown in embassies around the world.

Frank M. Child, III, Professor of Biology

"The Lengths of Cilia and Flagella May Be Controlled By Cytoskeletal Links Between the Plasma Membrane Shell and the Doublet Microtubules." Paper presented at the VI International Congress of Protozoology, Warsaw, Poland, July, 1981.

Richard B. Crawford, Professor of Biology

"Effects of a Drilling Fluid on the Development of a Teleost and an Echinoderm," with J. D. Gates, in *Bulletin of Environmental Contamination and Toxicology*, 26, 1981.

"Effects of Environmental Toxicants on Development of a Teleost Embryo," with A. M. Guarino, in *Journal of Environmental Pathology and Toxicology*, May, 1981.

"Drilling Fluid Effects on Teleost and Echinoderm Development," with J. D. Gates, in *Bulletin of the Mt. Desert Island Biological Laboratory*, 20, 1981.

"Embryotoxicity of Used Drilling Fluids." Paper presented at U.S. Environmental Protection Agency Principal Investigator Workshop, Woods Hole, Mass., Jan., 1981.

Ward S. Curran, Professor of Economics

"Initiatives of Higher Education to Assist the Economy," in *Business and Academia: Partners in New England's Economic Renewal*, John C. Joy and Melvin H. Bernstein, eds., the University Press of New England, Hanover, N.H., 1981.

John A. Dando, Professor of English

Twelve programs written and performed for the Voice of America on contemporary American literature.

Jean-Pierre Dautricourt, Visiting Assistant Professor of Music

Composer-in-residence at the Dorland Mountain Colony for composers and visual artists, Summer, 1981.

Eugene W. Davis, Professor of History

"The Emperor Tiberius — A Mis-placed Person." Guest lecture presented at the University of Connecticut, Winter, 1980.

Andrew G. De Rocco, Dean of the Faculty

"Random-Walk Model of the Phase Transition of Hydrocarbon Chains on a Lattice," with Sofia Merajver and Ellen Yorke, in *Physical Review*, A23, 897, Feb., 1981.

"Membrane Flux: Conditions for Limit Cycle Oscillations." Chapter 10 in "Perspectives in Statistical Physics," North-Holland, Mich., 1981.

Leslie G. Desmangles, Assistant Professor of Religion & Intercultural Studies

"Le Centre et les Rebords: Analyse structurelle des Mouvements rituels et de l'Architecture sacrée du Vodou haitien." Paper presented at the annual meeting of the Societe canadienne d'Ethnologie, Toronto, Canada, Mar., 1981.

"Mythological Depiction of an African Goddess in the Caribbean." Paper presented at the Graduate School of Theology, Boston University, Oct., 1980.

"Urban and Rural Baptismal Rituals in Vodun: A Comparison." Paper presented at the Caribbean Studies Association International Annual Meeting, St. Thomas, U.S. Virgin Islands, May, 1981.

Harold L. Dorwart, Professor of Mathematics Emeritus

"Old-Fashioned Algebra Can Be Useful," *Mathematics Magazine*, 54, Jan., 1981.

"Introduction to the Tarry-Escott Problem," with Warren Page, in *Two-Year College Mathematics Readings*, Mathematical Association of America, Summer, 1981.

Norton Downs, Professor of History

"Sir Walter Scott and Oral History." Proofs corrected for *Notes and Queries*, Oxford.

Ellison B. Findly, Assistant Professor of Religion & Intercultural Studies

"Vasistha as homo religiosus." Paper presented at the American Academy of Religion, Dallas, Tex., Nov., 1980.

"Sacred Marriage in Medieval Indian Devotionalism." Paper presented at Women's Spirituality in the Middle Ages, Yale Divinity School, Apr., 1981.

"Images of Sacred Marriage in Vaisnavism and S'aivism." Northwestern University Lecture Series on Hinduism, Oct., 1980.

Donald B. Galbraith, Professor of Biology

"Developmental Arrest of Mouse Tooth Germs in vitro by 6-Diazo-5-Oxonorleucine (DON)," with Barbara L. Wolf and David R. Edelson, in *Experimental Cell Biology*, 49, Mar., 1981.

Albert L. Gastmann, Professor of Political Science

"Law of the Sea." Lecture at Western New England Law School, Nov., 1980.

Ronald K. Goodenow, Assistant Professor of Education

*Education and the Rise of the New South*, with Arthur O. White, Boston: G. K. Hall and Co., June, 1981.

*Educating an Urban People: The New York Experience*, with Diane Ravitch, New York: Teachers College Press, July, 1981.

"Practical Synthesis in Urban Educational History: Some Needs and Opportunities." Chapter in *Educating an Urban People: The New York Experience*, Ravitch and Goodenow, July, 1981.

"The Southern Progressive Educator on Race and Pluralism: The Case of William Heard Kilpatrick," in *History of Education Quarterly*, Summer, 1981.

"Intercultural Adaptation Through Education: A Comparative and Theoretical Note on Progressive Educational Policy," London Association of Comparative Educationists Occasional Paper #5, Summer, 1981.

Alden R. Gordon, Assistant Professor of Fine Arts

"Cityscape as an Instrument of Public Policy: Vernet's *Ports of France*." Paper presented at the College Art Association Annual Meeting, San Francisco, Feb., 1981.

"The uses of Nature in 18th- and 19th-century Art." Lecture at New York University, Jan., 1981.

Alonzo G. Grace, Jr., Adjunct Professor of Computer Science

"Productivity Improvement in the DP Organization." Keynote presentation at the Information Management Conference, New York Coliseum, Oct., 1980.

Gerald A. Gunderson, Professor of Economics

"Economic Behavior in the Ancient World," in *Explorations in Economic History*, Roger Ransom, ed., Academic Press, 1981.

Karl F. Haberlandt, Associate Professor of Psychology

"The Episode schema in story processing," in *Journal of Verbal Behavior and Verbal Learning*, with C. Berian and J. Sandson, 1980, 19.

"Recall and inspection times in subject-paced free recall," with M. Kennard. Poster presented at the 20th annual Meeting of the New England Psychological Association, Boston, Oct., 1980.

"The use of *but, however, nevertheless, and yet* facilitates sentence comprehension," with M. Kennard. Paper presented to the Eastern Psychological Association, N.Y., Apr. 1981.

"A psychological view of story grammar and story understanding: Some

evidence from reading research." Lecture presented at the Colloquium Series, Department of Linguistics, University of Connecticut, Oct., 1980.

David E. Henderson, Assistant Professor of Chemistry

"The Use of Polar Modifiers and Glass-Lined Columns for HPLC Separation of Divalent Metal Dithizonates," with R. Chaffee and F. P. Novak, in *Journal of Chromatographic Science*, 19, 1981.

"Design and Application of a Piezoelectric Crystal Thermogravimetric Analyzer for Microgram and Submicrogram Samples," with W. M. Tonkin, M. E. DiTaranto, D. Ahlgren, D. A. Gatenby, T. W. Shum, M. E. Grabscheid. Paper No. 494, Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy, Atlantic City, N.J., Mar., 1981.

Sharon D. Herzberger, Assistant Professor of Psychology

"Problem and Program Linkage: The Early and Periodic Screening, Diagnosis, and Treatment Program as a means of detecting and preventing Child Abuse," with J. Reis, in *Infant Mental Health*, 1980, 1.

"Abusive and nonabusive treatment from the child's perspective," with D. Potts and M. Dillon, in *Journal of Consulting and Clinical Psychology*, 1981, 49.

"Perceptions of abusive interactions." Paper presented at the National Conference for Family Violence Researchers, Durham, N.H., July, 1981.

"Perceptions of emotionally and physically abusive parental treatment," with D. Potts. Paper presented at the Society for Research in Child Development Meetings, Boston, Apr., 1981.

The development of integrated impressions and causal attributions," with T. Dix. Paper presented at the Eastern Psychological Association meetings, N.Y., May, 1981.

George C. Higgins, Jr., College Counselor and Professor of Psychology

"Gender Dysphoria." Paper presented to the Annual Meeting of the Hypertrichology Association of Connecticut, May, 1981.

"Recent advances in Sex Research." Lecture presented to the Ethics Symposium, Mattatuck Community College, Waterbury, Conn., May, 1981.

Drew A. Hyland, Professor of Philosophy

*The Virtue of Philosophy: An Interpretation of Plato's Charmides*, Ohio University Press, 1981.

"The Stance of Play," in *Journal of the Philosophy of Sport*, Vol. VI, Spring, 1981.

"Foucault, Schurman, and the Intelligibility of History," in *Independent Journal of Philosophy*, Fall, 1981.

"The Stance of Play." Paper presented to the American Philosophical Association Convention, Boston, Dec., 1980.

"The Ethics of Ambiguity." Paper presented to the AAHPER Convention, Boston, Apr., 1981.

Dori Katz, Associate Professor of Modern Languages

*Fires*, translated from the French of Marguerite Yourcenar. Farrar, Straus & Giroux, June, 1981.

Co-respondent to Richard Wilbur's talk on *Translating from Racine*. Translators' Convention, Oct., 1980., Amherst, Mass.

Mary S. T. Kenealy, Artist in Residence

Squadron Press Members Exhibition, Kansas City, Mo., Apr./May, 1981.

Guest lecturer at Kansas City Art Institute, Kansas City, Mo., 1980.

Arnold L. Kerson, Associate Professor of Modern Languages

"Boileau in Spain." Paper presented at the Northeast Modern Language Association Meeting, Quebec City, Canada, Apr., 1981.

Nancy O. Kirkland, Assistant Professor of Psychology

"Spectral analysis of EEG effects induced by systemic administration of morphine in the rat," with J. D. Bronzino, M. Kelly, M. Gudz, and C. Cordova in *Proceedings of the Ninth Northeast Conference on Bioengineering*, Pergamon Press, 1981.

"Chronic implantation of the rat nasal passage," in *Physiology and Behavior*, 1980, 25.

"Morphine stimulation of nucleus tractus solitarius produces dose-dependent analgesia." Paper presented at the Eastern Psychological Association, N.Y., Apr., 1981.

"Morphine stimulation of nucleus tractus solitarius in rats." Paper presented at the Society for Neuroscience, Connecticut Chapter, University of Connecticut, Nov., 1980.

"EEG changes induced by systemic administration of morphine in the rat." Paper presented by J. D. Bronzino at the Society for Neuroscience, Cincinnati, Nov., 1980.

Frank G. Kirkpatrick, Associate Professor of Religion

"Business as a Moral Problem." Guest lecture in Philosophy and Health, Mattatuck Community College, Mar., 1981.

Helen S. Lang, Assistant Professor of Philosophy

"On Memory: Aristotle's Correction of Plato," in *Journal of the History of Philosophy*, XVIII, Oct., 1980.

"Aristotle, Averroes and the Cradle of Medieval Physics," in *Paideia: Special Edition on Medieval Culture*, Winter, 1981.

Randolph M. Lee, Associate College Counselor & Associate Professor of Psychology

"The use of computers in state psychological association management." Paper presented at the American Psychological Association, Los Angeles, Aug., 1981.

"Nonverbal Communication in Psychotherapy." Guest lecture at Fordham University, Apr., 1981.

Richard T. Lee, Professor of Philosophy

"Need a Theory of the Good be True?" Guest lecture at the University of Hartford, Apr., 1981.

Robert Lindsay, Professor of Physics

"Magnetic Susceptibility of  $\text{Eu}_2\text{RuH}_6$  below 77K," with Ralph O. Moyer, Jr., in *Journal of Less Common Metals*, 80(1), 1981.

"Magnetic Properties of Some Metal Hydrides." Physics seminar talk at Worcester Polytechnic Institute, Apr., 1981.

Kenneth Lloyd-Jones, Associate Professor of Modern Languages

"L'Originalité de la vision romaine chez Du Bellay," in *Bulletin de l'Association d'Etude sur l'Humanism, la Réforme et la Renaissance*, University of Saint Etienne, France, XII, Dec., 1980.

"The Orthodoxy of the Latin writings of Etienne Dolet." Paper presented at Patristic, Medieval and Renaissance Studies Conference, Villanova, Penn., Sept., 1980.

"From Eagle to Ostrich: Maurice Scève's view of the rivalry between Francois I and Charles V." Paper presented at Sixteenth Century Studies Conferencé, St. Louis, Mo., Oct., 1980.

"Between Language and Faith: The Issue of Etienne Dolet's Orthodoxy." Paper presented at Modern Language Association Conference, Houston, Tex., Dec., 1980.

"Reaching into the Silence: Chance made still in the poetry of Pernette du Guillet and Maurice Scève." Paper presented at Northeastern Modern Language Association, Quebec City, Canada, Apr., 1981.

Theodore D. Lockwood, President

"The Trouble with Comparisons: Thoughts from a College President," in *Change*, July/August, 1981.

J. Wainwright Love III, Assistant Professor of Music

"TUNTUNECO: A Manual on Puerto Rican Music, for Use in Schools," with Francisco Scarano, Aug., 1981.

"Coping with Variation: Problems in the Study of Samoan Singing." Guest lecture at Columbia University, Apr., 1981.

William M. Mace, Associate Professor of Psychology

"Perceptual Activity and Direct Perception," in *The Behavioral and Brain Sciences*, 1980, 3.

"A Critical note on Kline's 'Constructivism and the Objects of Perception,'" in

*Nature and System*, 1981, 3.

"Comments on Gunmar Johansson's 'Perception of Motion, Dynamics, and Biological Events.'" Paper presented at International Conference on Event Perception, Storrs, Conn., June, 1981.

Anthony D. Macro, Associate Professor of Classics

"The Cities of Asia Minor under the Roman *Imperium*," in *Aufstieg und Neidergang der römischen Welt*, II 7, 2 Berlin-New York, 1980.

"Applied Classics: Using Latin and Greek in the Modern World," in *Classical Outlook*, 58, 1981.

Theodore M. Mauch, Professor of Religion

"Extensions of Ideas and Literary Methods in Five Pairs of Old and New Testament Texts, as in Exodus 14 and Mark 16:1-8." Series of five lectures for the Northfield League, Squam Lake, N.H., June, 1981.

Clyde D. McKee, Jr., Associate Professor of Political Science

"Perspectives on the 1980 Election in Connecticut," in *Comparative State Politics Newsletter*, Mar., 1981.

"The 1980 Presidential Election: Connecticut's Contribution." Paper presented at the New England Political Science Association annual conference, Durham, N.H., Apr., 1981.

"The Future of the City." Series of four public lectures delivered at Hartford College for Women, Mar./Apr., 1981.

J. Bard McNulty, Professor of English

"The Lady Aelfgyva in the Bayeux Tapestry," in *Speculum* 55, No. 4, Oct., 1980.

"The Extended Decorative Scheme of the Bayeux Tapestry." Paper presented at the Annual Meeting of the Modern Language Association, Houston, Tex., Dec., 1980.

"The Iconography of the Bayeux Tapestry." Seminar given at the University of London, England, June, 1981.

Stephen Minot, Visiting Professor of English

*Surviving the Flood*, Atheneum Publishers, 1981.

Chapter from *Surviving the Flood* in *American Poetry Review*, Sept., 1981.

Ralph O. Moyer, Jr., Associate Professor of Chemistry

"The Magnetic Susceptibility of  $\text{Eu}_2\text{RuH}_6$  Below 77K," in the *Journal of Less Common Metals*, 80(1), 1981.

Borden W. Painter, Jr., Professor of History

Editor of *Cesare Barbieri Courier*, "Mussolini and Italian Fascism," 1980 Special Issue.

"Preaching in the Sixteenth-century: Reform, Censorship, and Propaganda."  
Paper presented at the Annual Meeting of the American Historical Association,  
Washington, D.C., Dec., 1980.

Harvey S. Picker, Associate Professor of Physics

"What does reduction of the cosmic  $^4\text{He}$  abundance by photodisintegration  
imply for the cosmic abundances of  $^2\text{H}$  and  $^3\text{He}$ ?" Paper presented at the Tenth  
Texas Symposium on Relativistic Astrophysics, Baltimore, Dec., 1980.

James L. Potter, Associate Professor of English

*Robert Frost Handbook*, Pennsylvania State University Press, 1980.

David A. Robbins, Associate Professor of Mathematics

"Tensor products of Banach bundles," with J. W. Kitchen, in *Pacific Journal of  
Mathematics*, v. 92, 1981.

John Rose, College Organist & Director of Chapel Music

"The French Romantics, Vol. 3"; "The Carols of Christmas"; "Music from Star  
Wars"; and "Chappelle des Morts." Records released by Towerhill Records,  
Hollywood, Cal.

Performances in ten American cities.

Richard Scheuch, Professor of Economics

*Labor in the American Economy*, New York: Harper & Row, 1981.

Craig W. Schneider, Assistant Professor of Biology

"The effect of elevated temperature and reactor shutdown on the benthic mar-  
ine flora of the Millstone thermal quarry, Connecticut," in *Journal Thermal  
Biology*, 6:1-6, 1981.

"An unusual free-living ball form of *Pilayella littorales* (L.) Kjellm. fouling the  
sandy beaches of Nahant Bay, Massachusetts," with R. T. Wilce, K. van den  
Bosch, and A. V. Quinlan. Paper presented at the 20th Northeast Algal Sym-  
posium, Woods Hole, Mass., Apr., 1981.

"An unusual occurrence of an unusual form of *Pilayella littorales* (L.) Kjellm.  
(Ectocarpales) fouling the sandy beaches of Nahant Bay, Massachusetts. Paper  
presented at Duke University, Durham, N.C., Nov., 1980.

Edward W. Sloan III, Professor of History

"'Vulcan Now Rides in Neptune's Barge': Steam Propulsion and Seafaring  
Enterprise in Post-Civil War America." Paper presented at the Third Confer-  
ence on American Economic Enterprise, Rockefeller Archive Center, Oct., 1980.

"Historical Winners, Historical Losers, and Technological Progress in the Nine-  
teenth Century: A Case Study of an American Naval Engineer." Paper presented



to the American Society of Naval Engineers, Mystic, Conn., May, 1981.

**Paul Smith, Professor of English**

"The Discovery of Style and Structure in Hemingway's Manuscripts." Paper presented at the Loomis English Colloquium, Apr., 1981.

Elected president of The Hemingway Society at its first general meeting, Houston, Tex., Dec., 1980.

**Ranbir Vohra, Professor of Political Science**

"China's Changing Role in World Politics." Paper presented at the Defense and Policy Seminar, Hartford, Conn., Oct., 1980.

Five lectures on Chinese Culture, Literature, and Revolution given under the auspices of the Connecticut Humanities Council and Connecticut Library Association, Oct., 1980.

"An Analytical Framework for Understanding the Chinese Revolution." Seminar presented to students in East Asian Studies at the University of Massachusetts, Amherst, May, 1981.

**Hoyt D. Warner, Lecturer in Engineering & Mathematics**

"Teaching Data Structures and Data Abstraction Through Abstract Implementation." Paper presented at the Third Small College Computing Symposium, Augustana College, Sioux Falls, S.D., 1981.

"A Computing Program for a Liberal Arts College: The Trinity College Computer Coordinate Major," presented at NERComP-SIGCSE conference at Dartmouth College, Hanover, N.H., Mar., 1981.

**Diana E. Yiannakis, Assistant Professor of Political Science**

"The Grateful Electorate: Casework and Congressional Elections," in *American Journal of Political Science*, Aug., 1981.