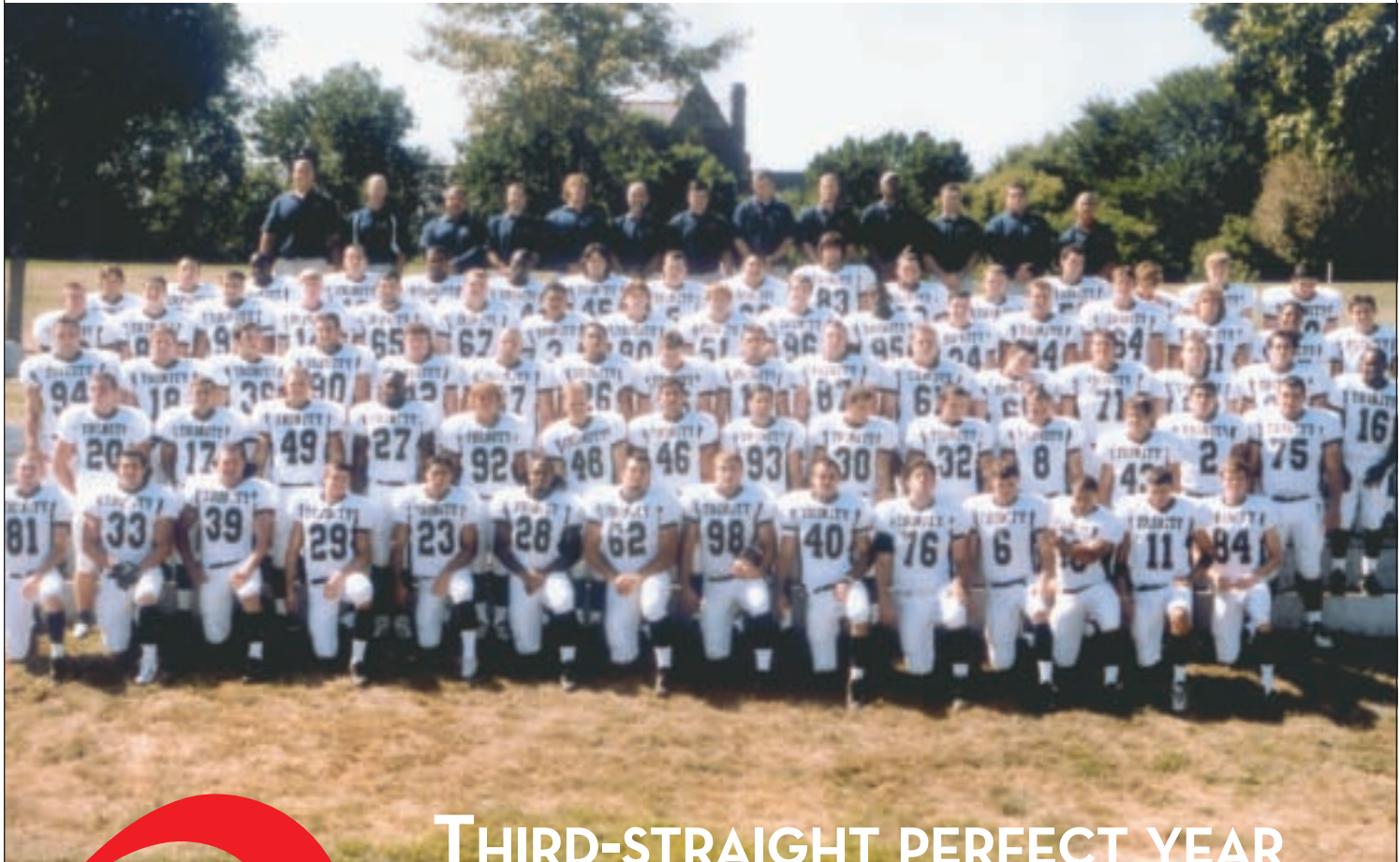


# Along **the** Walk



## THIRD-STRAIGHT PERFECT YEAR

Trinity, ranked No. 1 in New England, completed its third-straight 8-0 season with its 30th-consecutive football victory, the longest active streak in all of college football. Trinity also captured its fourth-straight NESCAC Championship title.

Bantam football fans will want to check out the documentary film, "The Streak," which spotlights Trinity's winning streak and celebrates the success of the football team. Produced by College Sports Television at the time of the Trinity vs. Williams game on October 1, 2005, the film is a behind-the-scenes look at the team, the coaches, the players, and the planning and preparation for the game. You can find it on the Web at [www.trincoll.edu/athletics/main.aspx?mode=story&s\\_id=T512](http://www.trincoll.edu/athletics/main.aspx?mode=story&s_id=T512).



## On Benedict XVI and the Future of the Catholic Church

Author, theologian, and ethicist Charles Curran, the Elizabeth Scurlock University Professor of Human Values at Southern Methodist University and a Roman Catholic priest of the Diocese of Rochester, New York, delivered a talk entitled “Benedict XVI and the Future of the Catholic Church” at Trinity in November 2005. Curran has written extensively in the field of moral theology, and his most recent publication is *The Moral Theology of Pope John Paul II* (2005). He was the first recipient of the John Courtney Murray Award for Distinguished Achievement in Theology given by the Catholic Theological Society of America. He has served as president of three national professional societies—The American Theological Society, The Catholic Theological Society of America, and The Society of Christian Ethics. He made national headlines for his progressive stance on such contentious issues as divorce, contraception, and homosexuality. Curran taught for more than 20 years at the Catholic University of America and has also taught at Cornell University, the University of Southern California, and Auburn University. The lecture was sponsored by the Leonard E. Greenberg Center for the Study of Religion in Public Life and the Office of the President.

## Celebrating 35 years of dance at Trinity

Last fall, the College hosted a semester-long celebration showcasing the evolution of dance at Trinity, including special performances by students, alumni, and guests, as well as former and current faculty members. The program also included the presentation of the newly established Dance Pioneers Award to Cheryl Cutler, founder and former chair of the dance department at Wesleyan University.

The celebration was presented by Trinity's Department of Theater and Dance, with choreography and special guest-artist performances by past and present faculty members, alumni/ae, and students, featuring:

- Judy Dworin Performance Ensemble, *Axe Dance*
- Deborah Goffe and Scapegoat Garden, *Touche, mon ami*
- Christina Tsoules '98, *Emergent Premise*
- KC Chun '95, *Residue: Tango Interior* (choreography by Carolyn Merritt '96)
- Pedro Alejandro, *Pet Show*
- Michael Burke and Caitlin Diebold '04, *Solo/Duo*
- Abdoulaye Sylla's African Dance Class, *Celebration!*
- Plus *Winter Brew*, a showcase of new works by Trinity student choreographers





## Hartford and Trinity students stage United Nations event

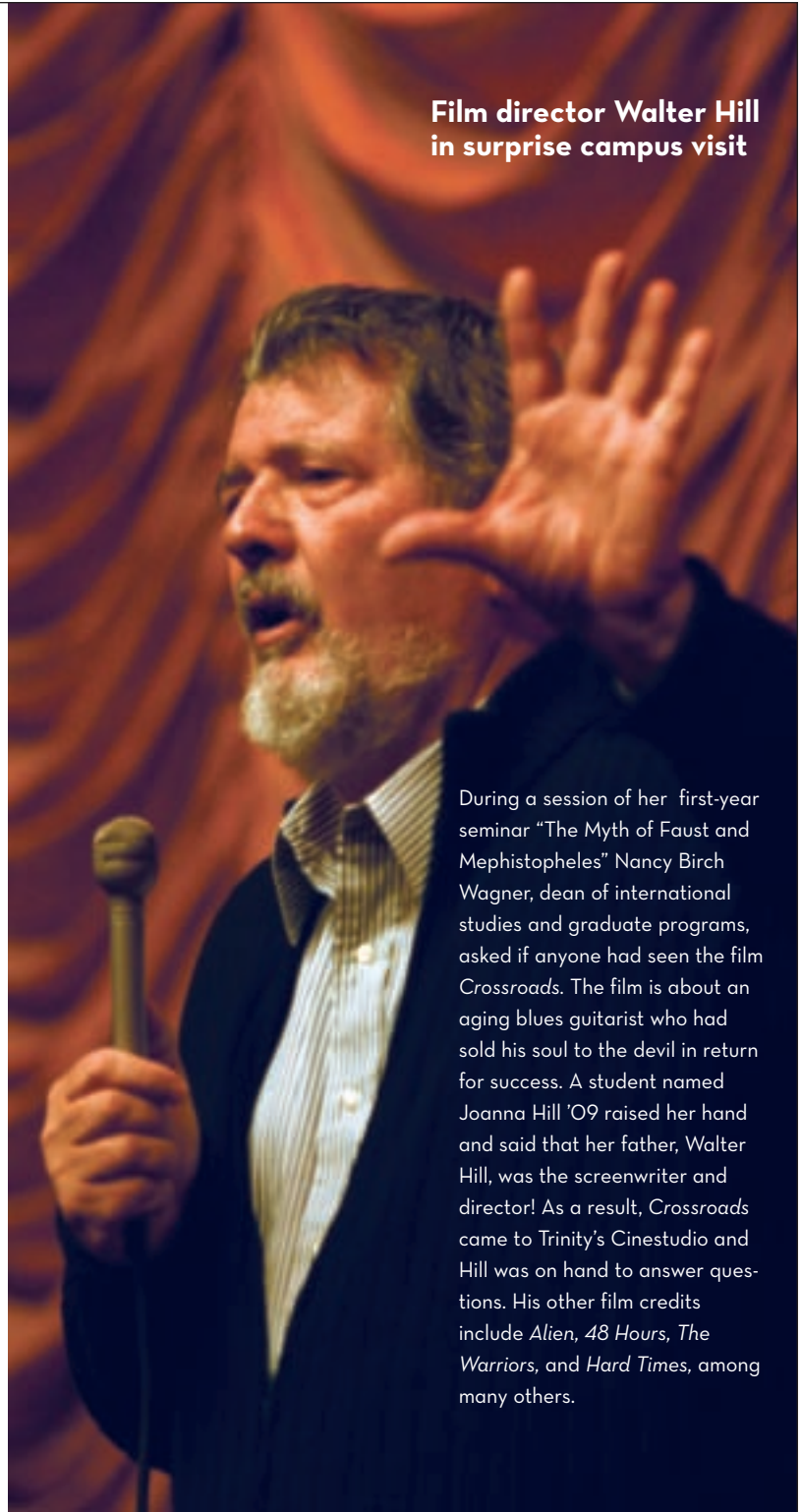
Hartford Magnet Middle School and Trinity College students came together in early December to adopt the roles of United Nations delegates and legal advisers and work out a protocol to the Convention on the Rights of the Child. The protocol is designed to, among other things, prohibit the detention, mistreatment, and torture of children in wartime.



At the event, styled as a real U.N. general assembly meeting, the middle school students debated at tables arranged in a square, with signs designating what country they represented. As “legal advisers,” Trinity students from the “Human Rights and the War on Terror” First-Year Seminar counseled the seventh-graders on the implications of their decisions.

Nine “countries” made decisions on the welfare of children in terms of war-time atrocities, with students also playing the role of Amnesty International and National Rifle Association representatives. Trinity senior Bao Ngoc Lien Pham—the seminar’s student mentor—served as United Nations inspector general, aiming to gain consensus for language that promotes and protects the best interests of children.

The “Human Rights and the War on Terror” First-Year Seminar is taught by Maryam Elahi, director of the Trinity College Human Rights Program—the first of its kind at an undergraduate college in the United States, making Trinity the first institution in the country to offer students the option of designing their own major in human rights.



**Film director Walter Hill in surprise campus visit**

During a session of her first-year seminar “The Myth of Faust and Mephistopheles” Nancy Birch Wagner, dean of international studies and graduate programs, asked if anyone had seen the film *Crossroads*. The film is about an aging blues guitarist who had sold his soul to the devil in return for success. A student named Joanna Hill '09 raised her hand and said that her father, Walter Hill, was the screenwriter and director! As a result, *Crossroads* came to Trinity’s Cinestudio and Hill was on hand to answer questions. His other film credits include *Alien*, *48 Hours*, *The Warriors*, and *Hard Times*, among many others.



## Mellon grant benefits First-Year Focus Program plus global/urban curriculum

The College has been awarded a \$250,000 grant from the Andrew W. Mellon Foundation that will support the newly expanded, multidisciplinary First-Year Focus Program, as well as enhance curricular integration efforts in both global and urban areas. The grant will cover two full semesters of the First-Year Seminar Program that includes three focus clusters—unifying themes encompassing several related fall seminars—entitled Liberty, Loyalty, and Dissent; Urban Dimensions; and Science, Magic, and Conflict. In addition, funds from the award will be used to strengthen the Reacting to the Past pedagogical model, which remains an integral part of the First-Year Focus Program and will make up one focus cluster.

The new initiative also increases the number of students able to participate in the program, with 100 first-year students now enrolled; there are also 14 upper-level students serving as writing and research associates. The faculty is drawn from disciplines that include history, public policy and law, philosophy, educational studies, chemistry, and computer science. Seminar titles include “What Have You Got to Lose? National Security, Civil Liberty, and Political Dissent in America”; “Immigrants’ America”; and “Origins: Science, Life, and the Universe,” among others.

“The Mellon grant will allow us to provide faculty with appropriate resources to design linked first-year seminars for both the fall and spring terms,” explains Associate Academic Dean Katherine Power. “We will now be able to expand our student learning communities and to further our academic goals for first-year students, particularly in the areas of critical writing, information literacy, and public presentational skills.”

Relative to global/urban education, the Mellon grant will also afford Trinity the opportunity to launch a series of initiatives designed to further integrate the study-away experience within the four-year learning trajectory and more clearly connect learning that takes place in Hartford with that which takes place abroad. With rapidly expanding global learning prospects and extensive community learning opportunities, there is enormous potential for linking student projects, strengthening research experiences, supporting digital instructional materials, and expanding curricular offerings.

The Cornerstone strategic planning project gave momentum to these two areas of curricular reform as specific ways to advance the College’s academic mission and bolster the intellectual vibrancy of the campus community. According to President Jones, the support from the Mellon Foundation will ensure a more actively engaged student body and encourage a College-wide culture of critical thinking and learning. “Trinity has incurred an enormous obligation to fulfill the promise of advancing liberal learning,” he says. “This award will encourage the campus community to imagine how teaching, research, and learning may be conducted differently and more effectively and, thus, begin the broader transformation envisioned. I am grateful to the Mellon Foundation for its generosity and support of Trinity’s goals for the future, and to those at the College to whom a liberal arts education remains an unwavering commitment.”



## Barcelona faculty members offer exhibit at Widener

At the opening of the fall semester, the Widener Gallery in the Austin Arts Center hosted “Between Two Worlds,” an exhibition featuring works by two studio arts faculty members from the Trinity-in-Barcelona Global Learning Site. Jo Milne (*left*) teaches drawing, painting, and printmaking, while Tanit Plana (*right*) teaches photography. Milne and Plana visited Trinity’s Hartford campus in early October to meet with students and other faculty members. For them, the highlight of the visit was the opportunity to talk directly with students from classes that visited the exhibition.

“We started by asking the students questions so they could say how they perceive the work, how it has been put together, also about the content,” notes Plana. “It is helpful for us to see what the audience gets. That is my ideal relation to my audience.”

Both artists also welcome the opportunity to teach Trinity students who attend the Barcelona program. “It is a privilege, because you have access to the way young people think who are from another country,” says Milne. “To be able to shape somebody’s way of questioning the world around them and the cultures they experience is a very important task. You have a dialogue that maybe allows them to see their own culture and the new culture they are experiencing with new eyes.”



**Trinity/SINA Community Sports Complex under way** Workers move steel girders into place as the CSC facility takes shape. With the building set to open in the fall of 2006, the College has announced the Light the Lamp Challenge. Once Trinity raises \$3.5 million, donors will trigger a \$1-million bonus to “light the lamp” and complete fund-raising. For up-to-date information, please go to [www.trincoll.edu/AboutTrinity/News\\_Events/releases/complex/default.htm](http://www.trincoll.edu/AboutTrinity/News_Events/releases/complex/default.htm).



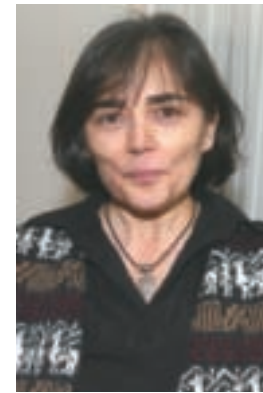
#### **First Jan Cohn Visiting Scholar in American Studies**

Michael Kammen, the Newton C. Farr Professor of American History and Culture at Cornell University, delivered a campus lecture, “Visual Shock: Art Controversies in American Culture,” in late October in his role as the first Jan Cohn Visiting Scholar in American Studies. Kammen discussed various art controversies and the politicization of art in the United States, including the debate over the Washington Monument and Lincoln Memorial and the emergence of feminist art. The late Jan Cohn, the G. Keith Funston Professor of American Literature and American Studies, was the College’s first woman dean of faculty.

## **McGill Fellow lectures on Iran**

Nastaran Moossavi, the Patricia C. and Charles H. McGill '63 Fellow in International Studies, delivered a talk entitled “Revisiting Secular Thoughts in Iran” in late November

Moossavi was born in Tehran, Iran, in 1955 and lived and worked there until January 2004. At that time, she went to Cambodia to manage the Ockenden International program, a British-based NGO where she worked with refugees, returnees, and displaced people in a few countries around the world. From 1998-2004 she represented Ockenden



International in Iran. Back at home, she helped to establish several civil society organizations, including a women’s documentation center (Foroogh) and a literary/cultural foundation (Golshiri

Foundation). She was also a member of the board of directors of the Iranian Writers’ Association, which has promoted freedom of expression in Iran since the early 1960s.

In September 2005, she was awarded the Patricia C. and Charles H. McGill '63 Fellowship in International Studies at Trinity, where she teaches two courses, “Women’s Image in the Iranian Contemporary Fiction” and “Gender Relations in Refugee Communities.”

The International Studies Fund was established in 1996 with a gift from the McGills. The gift helped secure a matching grant from the National Endowment for the Humanities. The income from the fund is to be used to support the appointment of visiting humanities scholars, primarily international scholars, in the academic areas of international studies that include African studies, Asian studies, Latin American studies, Middle Eastern studies, post-colonial studies, and Russian and Eurasian studies.



### Inuit Circumpolar Conference Chairwoman outlines the effects of global warming on Arctic aboriginal communities

Remote circumpolar indigenous communities from northern Canada to Greenland to Chukotka in the Far East of the Federation of Russia—although geographically distant—are not spared the effects of global warming. In fact, Inuit spokesperson Sheila Watt-Cloutier argued in an October lecture to the Trinity community that human-caused environmental changes in the Arctic region, with rising temperatures and seas, have infringed on these communities' basic human rights, threatening their very existence. Watt-Cloutier's visit to Trinity was part of a lecture series sponsored by the Human Rights Program entitled "Human Rights and the Environment." Watt-Cloutier has long been a political representative for Inuit and served as chairwoman of the Inuit Circumpolar Conference. During her years at ICC Canada, she was the spokesperson for a coalition of northern indigenous peoples that persuaded states to conclude a global agreement, signed in Stockholm in 2001, to ban the generation and use of persistent organic pollutants (POPs), such as DDT and PCBs, which contaminate the Arctic food web. She received the inaugural global environment award from the World Association of Non-Governmental Organizations and the Sophie Prize for International Environment and Development in recognition of this work.



### WOMEN MAKING HISTORY SYMPOSIUM SICHERMAN HONORED

Women Making History: A Symposium in Honor of Barbara Sicherman, was held at Trinity on September 24, 2005, and featured panels on subjects that engaged Sicherman throughout her career as a professor of both history and American studies. The symposium brought together scholars, students, and the public to reassess the ways in which women have shaped the course of their own lives and the lives of others, and to consider how the lives of women historians and the writing of women's history have changed since the field took root in the academy more than three decades ago. The event was co-sponsored by The Hartford Consortium for Higher Education and the Harriet Beecher Stowe Center. The keynote speaker was Linda Kerber, May Brodbeck Professor in Liberal Arts and Sciences and chair of the Department of History at the University of Iowa. Panelists included Joan Jacobs Brumberg, Cornell University; Janice Radway, Duke University; Mary Kelley, University of Michigan; Ann Lane, University of Virginia; Lois Brown, Mount Holyoke College; Joyce Antler, Brandeis University; Dorothy Ross, Johns Hopkins University; Barbara Sicherman, Trinity College; Crystal Feimster, Boston College.



## *The Lessons and Carols of Christmas*

### *Soprano Christine Brewer highlights Trinity's annual services*

Acclaimed American soprano, Christine Brewer, who has appeared in opera, concert, and recital internationally, performed on Sunday, December 11, during the annual festival services of the Lessons and Carols of Christmas, which has been a cherished Hartford tradition since 1958 in the College Chapel.

Brewer's performance included "O Holy Night," with the combined Trinity College Concert Choir and the Trinity College Chapel Singers, and an original solo setting of "In the Bleak Mid-Winter." The program included Brewer as a soloist in Trinity College Composer-in-Residence Robert Edward Smith's setting of the "Magnificat." Trinity President Jones accompanied Brewer on the Chapel organ. In addition, Brewer conducted a master class beforehand with students from the Concert Choir and Chapel Singers.

Brewer has appeared under the batons of Kurt Masur, Robert Shaw, Pierre Boulez, Wolfgang Sawallisch, and Michael Tilson Thomas, among others. Her repertoire encompasses the works of Mozart, Beethoven, Brahms, Verdi, Strauss, Mahler, Janáček, and Britten, and she regularly performs with many of the world's

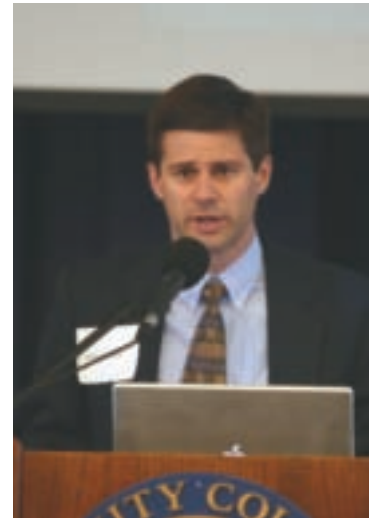
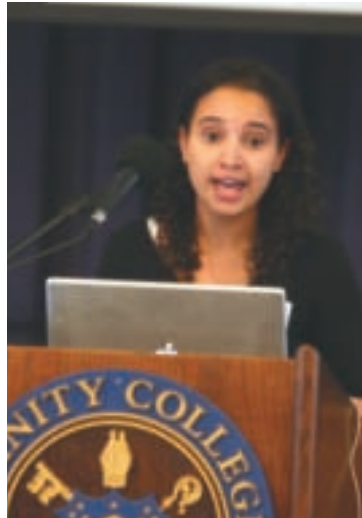
leading orchestras, including the New York Philharmonic; Cleveland Orchestra; Philadelphia Orchestra; the National Symphony Orchestra; Los Angeles Philharmonic; Orchestre de Paris; the symphony orchestras of Chicago, Boston, London, San Francisco, Atlanta, and Dallas; the Orchestra of the Age of Enlightenment; and the Academy of St. Martin-in-the-Fields.

On the opera stage, Brewer has been seen in a variety of roles, including the title role in *Ariadne auf Naxos*, at the Metropolitan Opera, Opera de Lyon, Théâtre du Châtelet in Paris, Santa Fe Opera, English National Opera, and Opera Colorado; the title role in Gluck's *Iphigénie en Tauride* at the Edinburgh Festival, in Rio de Janeiro, and in Madrid; and the title role in *Die ägyptische Helena* at Santa Fe Opera. Her professional career began with the Opera Theatre of St. Louis and her affiliation with that company includes leading roles in *Peter Grimes*, *Ariadne auf Naxos*, Haydn's *Armida*, and *Don Giovanni*. Brewer joined Plácido Domingo in a concert to celebrate the re-opening of Covent Garden. She has performed another signature role, Donna Anna in *Don Giovanni*, to critical acclaim at Covent Garden, New York City Opera, Florida Grand Opera, Opera Theatre of St. Louis, and at the Edinburgh Festival, among others, and has recorded for the Telarc label with Sir Charles Mackerras.

**METROPOLITAN  
HARTFORD SCHOOL  
CHOICE CONFERENCE**

# Who chooses schools and why?

This fall, Trinity hosted “Who Chooses Schools and Why,” a conference on parental participation and student outcomes in five public and private school-choice programs in the metropolitan Hartford area, including magnet schools, charter schools, the Capitol Region Choice Program, the Children’s Educational Opportunity Foundation, and Hartford Mayor Eddie Perez’s independent schools initiative. The event was cosponsored by the University of Connecticut Center for Education Policy Analysis and the Cities, Suburbs, and Schools research project at Trinity College. Topics covered included, “Public and Private School Choice in Greater Hartford: A Computer Mapping Analysis” by Professor Jack Dougherty and Naralys Estevez ’06, Trinity College; “Why Are Parents Choosing?” by Professor Courtney Bell, University of Connecticut; and “What Are the Outcomes of Choice Programs?” by Professor Casey Cobb, University of Connecticut. The second segment of the conference offered group discussions of the topic, “What Do We Want to Know?”, covering questions on policy implementation issues and future research needs. The event also included a response panel featuring representatives from the Children’s Educational Opportunity Foundation of Connecticut; Jumoke Academy Charter School, Hartford; Capitol Region Educational Council; the Hartford Public Schools; and the Office of Mayor Eddie Perez of Hartford.





## WIDENER GALLERY EXHIBIT

## Studio arts faculty members Joseph Byrne, Pablo Delano, and Patricia Tillman

The Widener Gallery at Trinity College presented a selection of work by three members of the studio arts faculty, Joseph Byrne, Pablo Delano, and Patricia Tillman, in the fall semester of 2005.

The *bosco sacro* or "sacred grove," located on Monteluco near the Umbrian town of Spoleto, Italy, is at the heart of Byrne's paintings. For the past 12

years, he has returned to these sacred woods to make work about "both the visible world and the metaphysical realm that infuses it with meaning." The turned and twisted forms of these century-old trees represent a rich cultural and spiritu-

al history of the region. Byrne is not interested in reproducing the woods in a naturalistic style, but in creating images whose physical and conceptual properties suggest a sense of place. Pablo Delano's photographs look at the powerful role that communal acts of worship, artistic expression, and performance play in defining the post-colo-

nyan culture of the Caribbean island of Trinidad. The spirited and unconquerable soul of a people and the legacy of slavery are both evident in his photographs. Delano's work is also a journey of self-discovery. His view of Trinidad is informed

by an acute awareness of the irony that his own birthplace, Puerto Rico—while the wealthiest of Caribbean islands—still remains, unlike Trinidad, a colony. Patricia Tillman's sculpture reflects "landmarks" that commemorate both global and personal events. A single, small sculpture created in 2001 by Tillman for the Human Rights Program at Trinity has been the impetus for her current body of work. The sculpture honored three Burmese educators unjustly imprisoned for their work in human rights. Tillman continues a narrative tradition in her work by combining figurative elements and other forms that hold personal associative value to create large-scale bronze and rubber sculpture.

Byrne, Delano, and Tillman have exhibited their work in museums and galleries nationally and internationally. Each has received numerous grants and awards in recognition of their work. Work in this exhibition was supported by research leave grants awarded by the Trinity Faculty Research Committee.

## Amanda Garbatini '09, spokesperson for Hole in the Wall Camps

On Saturday October 30, 2005, Ronald McDonald House Charities held its 21st annual Award of Excellence celebration in Rosemont, Illinois, just outside Chicago. The Association of Hole in the Wall Camps was one of three winners, and was awarded a check for \$100,000. Amanda Garbatini and Paul Newman were present at the event to receive a \$100,000 check on behalf of the more than 15,000 children who attended one of the nine Hole in the Wall Camps worldwide in 2005. The master of ceremonies for the night was American Idol's Randy Jackson and The Duchess of York attended in her official



capacity as the Ambassador of World's Children's day. (l.r., Ronald McDonald, Garbatini, Paul Newman, The Duchess of York, and Randy Jackson)

Garbatini is a former camper and counselor at the Hole in the wall Gang Camp in Ashford, Connecticut, and feels that, after losing a leg to cancer at age 12, it was the camp that brought her back to life. She has been an official spokesperson for the camps for the last six years and has spoken at fundraising and promotional events alongside such other participants as Tom Hanks, Jack Nicholson, Matt Damon, Sir Paul McCartney, Tony Bennet, and Robin Williams. This past April, she spoke at a fund-raising event at the Lincoln Center in New York City, where Julia Roberts read her college essay to an audience of more than 3,000.



Joe Byrne, *Tree Study*, 2005, oil on canvas, 18 x 28 inches (diptych)

# Book Bag

Tutorial College 2005-2006 reading list—The Tutorial College is composed of faculty and students who are committed to intensive, sustained, cross-disciplinary inquiry and debate, providing qualified sophomores with a residence-based learning experience. The directors of the program look for students who want to work in an academically rigorous environment emphasizing individual initiative and responsibility—students who expect their ideas to be taken seriously, who want to engage in a sustained dialogue with professors and other students, and who are eager to pursue their intellectual curiosity wherever it leads.

*At the Mind's Limit: Contemplations by a Survivor on Auschwitz and its Realities*  
by Jean Amery

*Nine Gates*  
by Jane Hirshfield

*Sacred Hunger*  
by Barry Unsworth

*Another Birth: Selected Poems of Forugh Farrokhzad*  
by Forugh Farrokhzad

*Ecosystems and Human Well-Being: Synthesis Report by Millennium Ecosystem Assessment*

*What is Nature? Culture, Politics and the Non-Human*  
by Kate Soper

*So Long a Letter*  
by Mariama Bâ

*Myth and Meaning: Cracking the Code of Culture*  
by Claude Levi-Strauss

*Phaedrus by Plato*

## A look at what some Trinity students are reading for class

translated by Alexander Nehamas and Paul Woodruff

*Marxism and Other Western Fallacies*  
by Ali Shari'ati

*Pride and Prejudice*  
by Jane Austen

*Structure of Scientific Revolutions*  
by Thomas Kuhn

*White*  
by Richard Dyer

*Reading Lolita in Tehran: A Memoir in Books*  
by Azar Nafisi

*Second Sex*  
by Simone De Beauvoir

*Galileo*  
by Bertold Brecht

*Changes in the Land: Indians, Colonists, and the Ecology of New England*  
by William Cronon

*Guns, Germs, and Steel*  
by Jared Diamond

*Noise: The Political Economy of Music*  
by Jacques Attali

*Go Down, Moses*  
by William Faulkner

*Lifeguard Men, Lux Women: Commodification, Consumption, and Cleanliness in Modern Zimbabwe*  
by Timothy Burke

*Discipline and Punish: The Birth of Prison*  
by Michel Foucault

*No Telephone to Heaven*  
by Michelle Cliff

*Te-Tao Ching by Lao-Tzu*  
translated by D.C. Lau

*Mrs. Dalloway*  
by Virginia Woolf

*Go Tell It on the Mountain*  
by James Baldwin

*Birth of Tragedy*  
by Friederich Nietzsche

*The Bacchae of Euripides: A New Version*  
by C. K. Williams

*What to Listen for in Jazz*  
by Barry Kernfeld

*Frankenstein*  
by Mary Shelley

*Invisible Man*  
by Ralph Ellison

*Silence*  
by Shusaku Endo

*Racial Formation in the United States: From the 1960s to the 1990s*  
by Michael Omi and Howard Winant

*Let Us Now Praise Famous Men*  
by James Agee and Walker Evans

*Ceremony*  
by Leslie Silko

*Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*  
by Antjie Krog

*Leaves of Grass*  
by Walt Whitman

*The Universe of Dr. Einstein*  
by Lincoln Barnett

*All Consuming Images: The Politics of Style in Contemporary Culture*  
by Stuart Ewen

*The God of Small Things*  
by Arundhati Roy

*Nervous Conditions*  
by Tsitsi Dangarebga

*Women, Race and Class*  
by Angela Davis

*Metamorphosis and Other*

*Stories*  
by Franz Kafka

*King Lear*  
by William Shakespeare

*The Beak of the Finch*  
by Jonathan Weiner

*Imagined Communities: Reflections on the Origin and Spread of Nationalism*  
by Benedict Anderson

*The Great Transformation*  
by Karl Polanyi

*Buddhism without Beliefs*  
by Stephen Batchelor

*C. B. Locke's Second Treatise*  
by C. B. Macpherson

*Communist Manifesto*  
by Karl Marx and Friedrich Engels

*The Social Contract, Discourse on the Origin and Foundations of Inequality*  
by Jean Jacques Rousseau

*Future of an Illusion, Civilization and Its Discontents*  
by Sigmund Freud

*Metamorphoses of Ovid*  
translated by David Slavitt

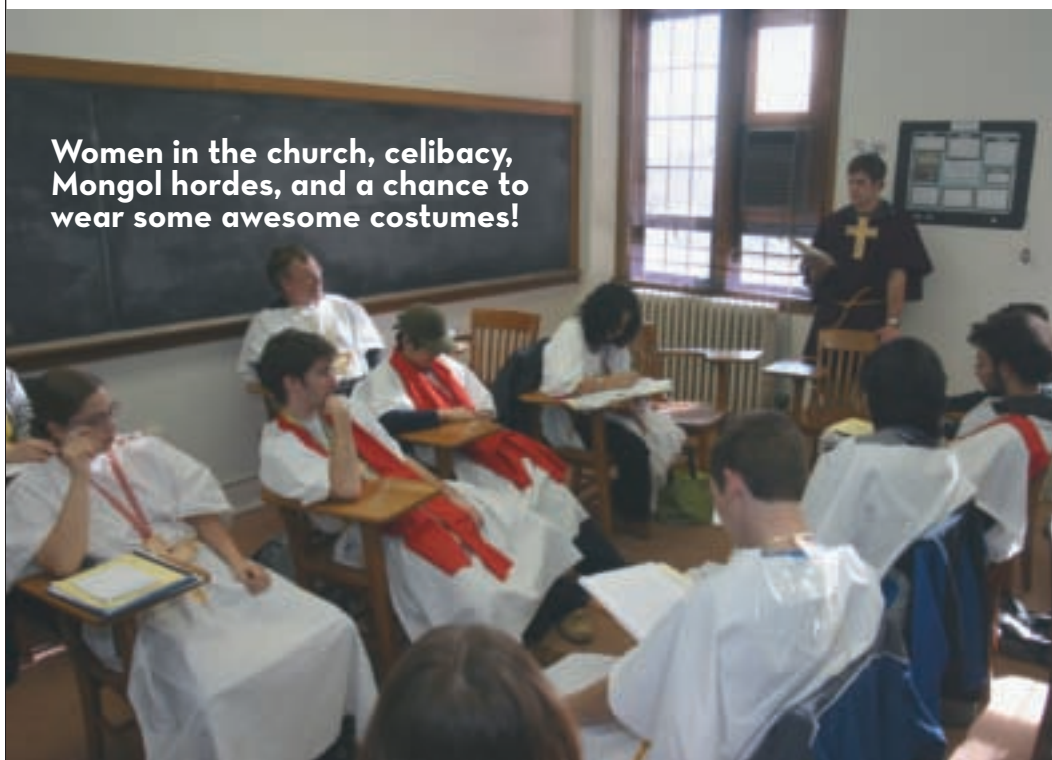
*Bhagavad Gita*  
translated by Barbara Miller

*The Botany of Desire: A Plant's-Eye View of the World*  
by Michael Pollan

*Cities of Salt*  
by Abdelrahman Munif

*One Hundred Years of Solitude*  
by Gabriel García Márquez

*The Bluest Eye*  
by Toni Morrison



In the fall semester, Professor David Henderson's Reacting to the Past seminar researched and acted out the historic Council of Nicaea, which was convened by the Emperor Constantine in 325 A.D. to resolve a number of conflicts that had arisen in the course of establishing Christianity as the official state religion of the Roman Empire. Trinity students have participated in other Reacting to the Past seminars, including "The Threshold of Democracy: Athens in 403 B.C." and "The Trial of Anne Hutchinson, 1637." By not only studying, but actually acting out key events, students gain a hands-on understanding of major historic turning points. For background on Reacting to the Past seminars, please go to [www.trin-coll.edu/prog/reacting\\_past/](http://www.trin-coll.edu/prog/reacting_past/).



**Trinity graduate chosen as new vice president for alumni relations and communications**

Kathleen O'Connor Boelhouwer, a Trinity graduate in the Class of 1985, has been selected as Trinity College's vice president for alumni relations and communications, effective January 1, 2006. This new position consolidates the leadership of the offices of alumni relations and communications, respectively, under a single position, which will report to the vice president for college advancement.

relations and communications, respectively, under a single position, which will report to the vice president for college advancement.

An English major as a Trinity student, Boelhouwer has been a long-time member of the advancement team at Miss Porter's School in Farmington, Connecticut. As director of institutional advancement there, she has had day-to-day management responsibility for a wide range of programs, including alumnae/parent relations, special events, publications/marketing, Web management, public relations, and development, including significant experience in three fund-raising campaigns. She also holds an M.B.A. in marketing from Rensselaer Polytechnic Institute.



**At the Vatican Museums**

Students attending the Trinity College Rome Campus enjoyed an exclusive visit to the Restoration Laboratory of the Vatican Museums as part of the "Camiz Memorial Research Seminar," taught by art historian Valentino Pace. They are shown here with the early ninth-century *Reliquary of the True Cross* that belonged to Pope Pascal I (817-824). During their visit, the class discussed the techniques, symbolism, and history of the object with museum restorers. Pictured are Hasani Anthony, Duke University; Christina McBride, Trinity College; Summer Wies, Skidmore College; Valentino Pace, principal lecturer at the Trinity Rome Campus; Katherine Martin, Trinity graduate program; and a member of the Vatican art conservation department



## Trinity hosts secularism forum

On November 2, 2005, the Trinity campus community and many guests gathered in the Washington Room for the inaugural event of the Institute for the Study of Secularism in Society and Culture (ISSSC). With a half-dozen of the world's leading contemporary voices on secularism and religion as participants, the overflow crowd witnessed and engaged in a lively debate that examined the controversial line of separation between church and state and the contested relationship between public culture and religion.

After opening remarks from Barry Kosmin, the institute's director, the afternoon began with a session titled, "Secularism and American Public Life." Mark Silk, director of the Trinity Program on Public Values (comprising both the Greenberg Center for the Study of Religion and Public Life and the ISSSC), acted as moderator for pan-

elists Christopher Hitchens, columnist for *Vanity Fair*; Susan Jacoby, author of *Freethinkers: A History of American Secularism*; and Peter Steinfels, religion columnist for the *New York Times*. "The event was an all-around success," says Silk. "The turnout among students was terrific, the discussions were lively, and the insights were fascinating."

The second panel, "Secularism in the Academy," was moderated by President Jones and included three distinguished scholars: Eileen Barker, professor of sociology, emeritus, London School of Economics; Michael Ruse, professor of philosophy, Florida State University and the author of many books on evolution and religion; and David Hollinger, professor of history and department chair, University of California, Berkeley. The panelists, all of whom work on issues relating to secular-

ism, discussed the role and future of secularism in higher education.

The ISSSC, which aims to advance understanding of the role of secular values and the process of secularization in contemporary society and culture, was made possible by the generous support of the Posen Foundation of Lucerne, Switzerland. The institute will serve as a forum for civic education and debate through lectures, seminars, and conferences as part of the College's new Program on Public Values, an initiative designed to foster a comprehensive understanding of some of the central issues and ideas of the contemporary world.



For additional information and photos, please go to [www.trincoll.edu/Academics/AcademicResources/values/ISSSC/events/default.htm#inaugural](http://www.trincoll.edu/Academics/AcademicResources/values/ISSSC/events/default.htm#inaugural).

## SPEAK Out.

*In which we ask a member of the Trinity community to speak out on important issues of the day. You are invited to respond with your opinions, which will be published in the next issue of the Reporter.*

### **School boards call for creationism? Well, by Darwin, let 'em have it!**

Mark P. Silverman

School boards and politicians, including the president of the United States, are clamoring for public schools to teach “intelligent design” together with Darwinian evolution so students may hear “both sides.” Mainstream scientists strongly oppose teaching religious ideas disguised as science and argue that there is no scientific controversy. As a mainstream scientist and educator, I understand that there really isn't a second side; that alternatives to evolution have repeatedly failed the tests of science. However, that doesn't mean there is no controversy—and those failing to understand this point are missing an educational opportunity.

The recent poll by the Pew Forum on Religious and Public Life found that 64 percent of Americans favor teaching creationism along with evolution, and 38 percent even want to replace evolution with creationism. Clearly, in a society where surveys have consistently shown that a majority of Americans believe humans are in some fundamental way different from, and ascendant over, other animals, children are continually exposed to creationist challenges to basic science long before they even get to school. Where then, if not in the public schools, will there be an opportunity to confront and debunk pseudoscientific notions that will otherwise persist into adulthood? Herein lies an educational opportunity that should be embraced, not rejected, by scientists and teachers.

Mainstream scientists routinely argue that creationism (or its recent incarnation as “intelligent design”) is religion—which, indeed, it is—and that religion has no place in a science



classroom. There is ample precedent, however, for addressing faith-based hypotheses in the public school science curriculum. Consider Ptolemy's epicycles. Virtually every physics or physical science text I know of that discusses the structure of the solar system begins with the erroneous geocentric hypothesis that the sun and other planets revolve around the Earth in small circular motions conjoined with larger circular orbits. Why circles? Because the Church believed that a perfect deity demands a perfect geometric figure (a circle) for planetary motion. The argument was simply a version of “intelligent design” applied to physics and astronomy, yet mainstream scientists do not object to its inclusion because in a properly taught science class the instructor will soon enough present the correct picture of a heliocentric system with elliptical planetary orbits governed by Newton's laws of motion and gravity.

Similarly, to discuss creationism alongside evolution does not have to mean distributing propaganda provided by creationist organizations. Rather, teachers can guide students through the process of evaluating scientific and pseudoscientific ways of understanding the development of living organisms and demonstrate by force of evidence that only real science provides an empirically testable self-consistent explanation. In numerous resources outside the expurgated textbooks

chosen by school boards, there are endless examples that teachers can use to show that evolution is a fact and that nothing in biology makes sense except in the light of evolution.

That biology is not ordinarily taught this way in the United States is due less to resistance by creationists than to the deplorable unpreparedness of many teachers and the mad pace and shallow content that parents increasingly demand of their schools' science curriculum.

To teach any science well, so that students accept the basic principles as part of their core convictions, requires two things: well-prepared teachers and adequate time. A well-prepared biology teacher is more likely to have a bachelor's or master's degree in biology than a degree in general education and substantial exposure to chemistry and physics. Such a teacher will have the confidence to handle the difficult, and sometimes hostile, questions that students may pose regarding evolution. Anyone wishing to teach biology competently must be prepared to undergo this rigorous training. But adequate training will be of little use if teachers are expected to race through an overloaded course curriculum designed primarily for students to take multiple-choice standardized tests for college entrance and advanced-placement credit. A transient memory of biological factoids is little

better than not having studied biology at all. Far better is a biology class that, through unhurried pertinent comparisons, shows students how the science underlying evolution accounts in myriad ways for the complexity and diversity of living organisms, whereas the pseudoscience of creationism always leads to the same barren conclusion: the invocation of a supernatural agent.

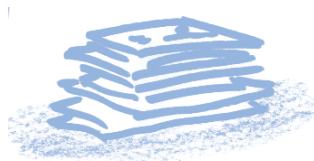
The matter of how (or even whether) evolution is taught in U.S. schools has ramifications beyond the classroom. The evolution of living organisms on Earth is only a small part of an overall cosmic evolution whose features physicists have been elucidating in ever greater detail. Observations reaching farther and farther back in time reveal a universe that has always operated according to impersonal physical laws without design or guidance from any supernatural agent. This is not a message creationists want to hear. But for the sake of humanity's future it is a message every human being needs to know, for its import is this: Humans are but one of many kinds of organisms that share the living space on a finite planet. Nothing "out there" is looking after their well-being. And if, through carelessness, greed, and stupidity, they irretrievably damage the one place in the cosmos where they evolved and can live, then, like any other unfit species, they will go extinct.

*Mark P. Silverman, professor of physics at Trinity, is an internationally known physicist and science educator whose current research focuses on stellar evolution, nuclear decay processes, and the nature of dark matter. He began his scientific career in microbiology. He is the author of And Yet It Moves: Strange Systems and Subtle Questions in Physics (Cambridge University Press), Waves and Grains: Reflections on Light and Learning (Princeton University Press), More Than One Mystery: Explorations in Quantum Interference (Springer-Verlag), Probing the Atom (Princeton University Press), and A Universe of Atoms—An Atom in the Universe (Springer-Verlag).*

#### YOUR TURN TO SPEAK OUT

What's your position on creationism and evolution?

**Send your letters or e-mails to Drew Sanborn, Office of Communications, Trinity College, 300 Summit Street, Hartford, CT 06106 or [drew.sanborn@trincoll.edu](mailto:drew.sanborn@trincoll.edu). Responses will be published in the next issue of the Reporter.**



#### letterstotheeditor

TO THE EDITOR:

Prof. David Cruz-Uribe's diatribe against the death penalty in your fall '05 issue should get some kind of prize for opposing a blot on America's slate around the world. The penalty

is no longer acceptable behaviour. Only China exceeds the U.S. in executions—and maybe Iran and Saudi Arabia stand close (great company). Death penalty terrorists in Europe are refused extradition to the U.S. because of it. Harvard's Jessica Stern, a student of terrorism, says our insistence on applying the death penalty to terrorists "is causing us multiple problems."

Most supporters of the death penalty use cost as a factor. They claim "it's cheaper to put some criminal to death than to keep him in jail for life." Wrong. Duke University has done the most research and stated that in 1993 it cost the state (North Carolina) \$4.3 million more to try them for capital punishment rather than not capitally; it showed that it cost the state \$2 million more to kill them than keep them in jail.

Texas is the most disreputable state (which may come as no surprise to us "Blue staters") and Florida is next (ditto), where hanging people is a major sport—with a record of 37 wiped out against a U.S. total that year of 73. (U.S. death penalty corpses since 1977, when the penalty became legal, reached 1,000 in 2005.) Between 1992 and 1998, the cowboys' homicide corpse count dropped from 2239 to 1346 (39 percent), Florida 19 percent. Massachusetts, which has no death penalty and no "right to carry (firearms)" law dropped 42 percent. New York City's almost legendary D.A. Morgenthau estimated that it would have cost the city \$118,000,000 per year in 1989 if NYC had had the death penalty. One reason is that death row inmates can appeal every year, involving hiring attorneys, the D.A.'s time, plus all the trappings of court hearings ad infinitum.

Does it really make you feel better when some death row maldoer in Texas or East Mudhole, U.S.A., is electrocuted—or hung or zapped with a needle? When we stop believing that killing people who kill people to prove that killing people is wrong, we will look a helluva lot better internationally—a reputation devoutly to be wished—especially right now.

Sincerely,  
Lewis S. Dabney '44

TO THE EDITOR:

I am opposed to the death penalty under all circumstances. From a religious point of view, the death penalty robs a human being of the opportunity of redemption. As a taxpayer, I am opposed to the death penalty because of its high cost, higher than incarceration for life. And as a social activist, I am opposed to the death penalty because it discriminates against low-income, minority persons.

Rev. Stephen E. Rorke '69



## Faculty awards & honors

**Gary Reger**, professor of history, has been named the Charles A. Dana Research Professor for the academic years 2005-07. The professorship was established to support a full professor with a period of reduced teaching responsibilities in order to enable her or him to move forward with an important piece of research. Reger is the College's 12th Dana Research Professor.

**Dianne M. Hunter**, professor of English, read a paper on poets Sylvia Plath and Ted Hughes at the University of Cordoba, Spain, Conference on Literature and Psychology in June of 2005. The annual conference provides a forum for the exchange of ideas on the psychological study of literature and other arts. Participants came from France, England, Portugal, Spain, Italy, the Netherlands, Germany, Denmark, Finland, Hungary, Serbia, the Czech Republic, Greece, Cyprus, Japan, Canada, and the United States.

**Louis Masur**, William R. Kenan Professor of American Institutions and Values, has been elected a Fellow of the Society of American Historians. The society was founded in 1939 to promote literary distinction in historical writing. Membership is limited to 250 fellows. Masur was one of 11 people elected in 2005.

including, but not limited to corporate finance, financial markets, and asset pricing.”

**Diane C. Zannoni** has been named the G. Fox and Company Professor of Economics. This action fulfills a granting of the chair made to her in 1992 by then-President Tom Gerety and

the late Dean Jan K. Cohn. The G. Fox Professorship was created in 1956 as a result of gifts from Mrs. Beatrice Fox Auerbach and the G. Fox and Company department store she headed. Professor Zannoni delayed her acceptance of the chair at that time because she was working to get the G. Fox Company to agree to the Sullivan principles that would have required it not to import materials from South Africa during apartheid. To have accepted the chair then would have constituted a conflict of interest. Professor Zannoni will be the third member of the Economics Department to hold the G. Fox chair. The first incumbent was the late Professor Lawrence Towle, who held it from 1956 to 1967. He was followed by Professor Richard Scheuch, who retired as the G. Fox Professor Emeritus in 1989.

**Jane Nadel-Klein**, professor of anthropology, has been appointed to the board of trustees of the Hartford Botanical Garden. Her current research is on the anthropology of gardening in the United States and Britain. The botanical garden is currently in the development stage, and work is slated to begin in 2006.

**William Church**, associate professor of chemistry and neuroscience, has been awarded a Faculty Award for Promoting Excellence grant from the Consortium on High Achievement and Success. His project is in the area of improving recruitment and retention of under-represented minority students in science and math.

**Rob Corber**, associate professor of women, gender and sexuality

studies and core faculty member of American studies, delivered a lecture in November 2005 at the American Rothermere Institute in Oxford, England. The title of his talk was “Cold War Queer: Rock Hudson Performing Heteromascularity.”

**Pablo Delano**, associate professor of fine arts at Trinity College, has been appointed to the board of trustees of the Connecticut Historical Society Museum and Old State House. The Connecticut Historical Society Museum is preparing for the spring 2006 launch of a major multimedia, interactive exhibit at the Old State House. Using Hartford as the lens, the “History Is All Around Us” exhibit will showcase the many ways in which history surrounds area residents and informs their daily lives. “As for my own role on the CHS Museum’s and Old State House’s board of trustees,” Delano says, “I’m interested in helping bring increased awareness of both organizations to communities throughout Connecticut. I especially hope to develop projects at the CHS Museum that celebrate the history of Connecticut’s new and recent immigrants.”

**Beth Notar**, assistant professor of anthropology, gave invited talks at Connecticut College and Dartmouth College in conjunction with the U.S. premiere of “Yunnan Revealed: Indigenous Music and Dance from China’s Land of Clouds,” a minority performance troupe from China, which also performed at the American Museum of Natural History in New York and the Kennedy Center in Washington, D.C. Notar has also been elected

to the executive board of the Society for Economic Anthropology, an international organization “of anthropologists, economists and other scholars who are interested in the connections between economics and social life.”

An essay by Writer-in-Residence **Lucy Ferriss**, “Robert Penn Warren and Psychological Pastoralism,” which was published in *Shenandoah*, winter 2005-2006, has received the Robert Penn Warren Award from Washington and Lee University.

**Special Collection Librarian and Archivist Peter Knapp '65** has been appointed by Governor M. Jodi Rell to the State Historical Records Advisory Board (SHRAB). Knapp, whose three-year term commenced this fall, will work in association with the National Archives and Records Administration (NARA) and the National Historical Publications and Records Commission (NHPRC—the grant-making affiliate of NARA). NHPRC grants help identify, preserve, and provide public access to records, photographs, and other materials that document American history. Since 1964, the NHPRC has awarded \$163 million to 4,100 projects in all 50 states and special jurisdictions. The grants go to state and local archives, colleges and universities, libraries, historical societies, university presses, other nonprofit organizations throughout the U.S., and to individuals for fellowships.

## Trustee Peter S. Kraus '74 establishes Ward S. Curran Distinguished Professorship in Economics

Peter S. Kraus '74, a member of Trinity's Board of Trustees and managing director at Goldman Sachs Group, has donated \$3.5 million to establish the Ward S. Curran Distinguished Professorship in Economics endowed chair. Professor Curran '57 will occupy the chair named in his honor until his retirement.

In announcing the new Distinguished Professorship in Economics, President Jones noted that "Outstanding teachers like Ward Curran enable their students to see the world in whole new ways and help them summon the resolve and insight to make a significant impact on the way our society works. Peter Kraus recognizes that Professor Curran is such a catalyst and has generously provided the Trinity community with the means to both honor his teacher and to extend this high level of teaching far into the future." According to the terms of the gift, the chair holder will focus teaching and research attention on the economics of finance and related areas, including, but not limited to, corporate finance, financial markets, and asset pricing.

Acknowledging the profound influence that Curran has had on him, Kraus says, "The unique thing about Professor Curran was his willingness to treat me as an intellectual equal, even though that was far from the truth. Providing that sense of confidence to a young person



**Peter S. Kraus**

striving to expand his thinking and discover something new was a key for me. It provided a foundation of confidence that allowed me to challenge the conventions and traditional structures that I've encountered through my life, allowing me to discover for myself what could be. From there, it was only about hard work and execution to overcome the obstacles that lay in my path. For that foundation of confidence, I am eternally grateful."

Kraus received an M.B.A. from New York University in 1975 and started his career at Peat Marwick Mitchell & Co. He joined Goldman Sachs in 1986. He is chairman of the board of overseers of California Institute of the Arts, a member of the board of the Keewaydin Foundation, co-chair of the Friends of the Carnegie International, and a trustee of the Kraus Family Foundation, which he and his wife established in 1996 to support the development of visual arts and the creation of permanent and temporary public art installations.

Curran has taught in the Department of Economics for 45 years, offering courses in economics and finance, including corporate finance and investments. He



**Ward S. Curran**

credits the thesis projects that a number of his students undertake as one of the foundations of his many long-term relationships with Trinity alumni. "The thesis is a year-long project, in which two of us are involved in a one-on-one relationship. The thesis ultimately becomes an experience that helps you keep in touch. I also attempt to help my students for as long as they need it when they leave Trinity, give them advice, and try to help them make contacts. I am not a career placement officer, by any means, but I am always willing to help people because there are so many who helped me. I try to repay by helping others.

"In a liberal arts college the main thing is to provide the students with first-class teaching, and because of that, most of them remember the institution fondly. If you are going to be in a liberal arts college, teaching cannot be an afterthought. Although I enjoy teaching all students, Peter was eager to learn, worked hard, and weighed advice carefully. From my experience, it is students like Peter for whom there is great value added from the teaching and advising functions we as faculty perform."

In addition to teaching, Professor Curran has served as a consultant in the private sec-

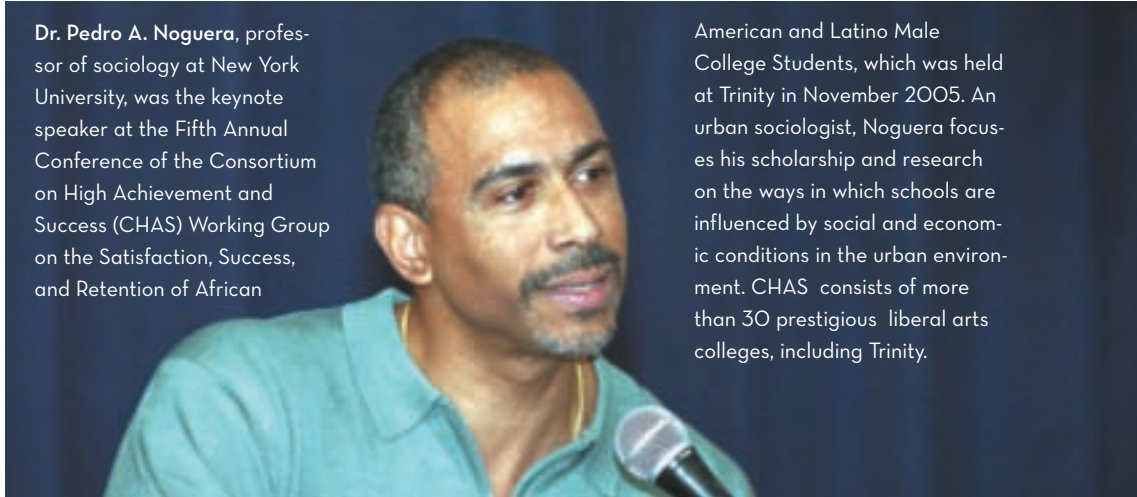
tor of the economy. He was also a consulting economist to the Sloan Study project that resulted in the Consortium on Financing Higher Education (COFHE). He served as director of institutional planning during the administration of President Theodore Lockwood. Among Curran's many scholarly publications are *Principles of Corporate Finance* and *An Economic Approach to the Regulation of the Securities Markets*. In addition, he has held several visiting appointments at Yale and has taught as a visitor at Wesleyan.

Curran graduated in 1957, concentrating in history, economics, and German. He was a recipient of one of the Illinois Scholarships, which are awarded to students annually on the basis of intellectual distinction, character, leadership ability, and need. After earning a master's degree and Ph.D. at Columbia University, he returned to join the Trinity faculty in 1960.

While Curran is delighted to be honored by his former student ("I told Peter that he not only made my year, he made my career!"), he equally values the impact this professorship will have on the College. "Internally, named professorships mean that the gift can cover a salary and thus free up funds for other purposes. Externally, named chairs allow the College to bring in new faculty members of great distinction in specific fields. Named professorships always add distinction to any college, and Trinity is most fortunate to have alumni such as Peter who are willing to make this type of commitment."

**Conference of the Consortium on High Achievement and Success (CHAS) Working Group on the Satisfaction, Success, and Retention of African American and Latino Male College Students**

Dr. Pedro A. Noguera, professor of sociology at New York University, was the keynote speaker at the Fifth Annual Conference of the Consortium on High Achievement and Success (CHAS) Working Group on the Satisfaction, Success, and Retention of African



American and Latino Male College Students, which was held at Trinity in November 2005. An urban sociologist, Noguera focuses his scholarship and research on the ways in which schools are influenced by social and economic conditions in the urban environment. CHAS consists of more than 30 prestigious liberal arts colleges, including Trinity.

## ONE:TWO Trinity College Fund Challenge Update

As of press time in January, \$1,013,533 from 1,255 donors had been received in response to the ONE:TWO Challenge! Of this total, \$464,269 came from 998 new donors, and \$529,264 accounted for the increased portion of gifts received from 1,255 donors. The Challenge has been put in place by some of the College's leading supporters in order to strengthen the Trinity Fund—which annually provides funding for such essential items as financial aid, faculty research projects, and new library books.

However, the Trinity Fund was still far from reaching the goals that must be achieved before the \$1.25-million challengers' bonus can be released for use by the College. When the participation level reaches 55 percent (10,268 gifts from alumni), \$1 million of the bonus will be added to this year's Alumni Fund. At the same time, the Parents Fund is striving for a record 1,500 donors in order to acquire the additional \$250,000 in bonus money from the challengers. June 30, 2006, is the deadline for both of the participation goals. The 28 challengers—alumni and parents who have made this special pledge in order to help the College remain competitive with other nationally ranked schools—hope this initiative will motivate more parents, alumni, and friends than ever before to make a gift to the Trinity Fund.

To find out more about how you can help us meet the ONE:TWO Challenge goals, please visit the Web at [www.trincoll.edu/GivingToTrinity/TrinityFund](http://www.trincoll.edu/GivingToTrinity/TrinityFund).

### 2006 Challengers

Anonymous  
 Peter L. Bain '81  
 E. Thayer Bigelow, Jr. '65, P'99  
 Peter R. Blum '72  
 William Nichols Booth '71, P'O1, 'O4  
 Thomas R. DiBenedetto '71, P'O8  
 Andrew H. Forrester '61  
 Peter '73 and Renate Gleysteen P'O9  
 Joshua C. Gruss '96  
 Thomas F. Head III '52  
 Thomas S. Johnson '62, P'97  
 Raymond E. Joslin '58  
 George A. Kellner '64  
 Peter S. Kraus '74  
 L. Peter Lawrence '71, P'O4  
 Michael Dewey Loberg '69, P'O0  
 Alexander P. and Sally W. Lynch P'O3, 'O4, 'O7  
 Mitchell M. Merin '75  
 H. Conrad Meyer III '77  
 Wenda Harris Millard '76  
 Margaret-Mary V. '79 and T. Michael Preston '79  
 Paul E. Raether '68, P'93, '96, 'O1  
 Edward C. Rorer '65, P'91  
 Douglas T. Tansill '61, P'91, '96  
 Luther L. Terry, Jr. '67  
 Cornelia Parsons '80 and Richard Thornburgh  
 W. James Tozer, Jr. '63, P'89, '90  
 Henry M. Zachs '56



## Nominate your favorite Trinity teacher for the Brownell Prize

Trinity alumni are invited to submit nominations for the Thomas C. Brownell Prize for Teaching Excellence, which will be awarded for the 11th time at Commencement on May 21, 2006. The College's most prestigious teaching award, the Brownell Prize is given biennially to a senior member of the faculty who has proven to be a consistently outstanding teacher.

Tenured faculty who have been at the College for at least 10 years, teach full time, and will not retire prior to June 30, 2008 are eligible for the prize. A list of all faculty members meeting the eligibility criteria for this year's award appears below.

While any member of the Trinity community may nominate faculty members for the prize, over the years the selection committee has found that thoughtful letters of nomination from alumni are valuable. If you have a favorite teacher on the list of eligible

faculty, let the committee know why you believe he or she merits this award. Nominations, which may not exceed 500 words, should be sent to Elaine Garrahy, assistant to the dean of the faculty, via either postal mail (Williams Memorial 228, Trinity College, 300 Summit Street, Hartford, CT 06106) or e-mail (elaine.garrahy@trincoll.edu). The deadline for receipt of nominations is March 27, 2006.

The Brownell Prize, which carries an annual stipend of \$2,500, was created through an endowment gift from an anonymous alumnus in 1986.

Robert C. Stewart (mathematics) was the first recipient, followed in order by Diane Zannoni (economics), Drew Hyland (philosophy), Milla Riggio (English), Dina Anselmi (psychology), Craig Schneider (biology), Dirk Kuyk (English), Henry DePhillips (chemistry), Jack Chatfield (history), and Sheila Fisher (English).

### *Faculty members eligible for the Brownell Prize in 2006*

David Ahlgren  
Carol Any  
Kathleen Archer  
Wendy Bartlett  
Raymond Baker  
Barbara Benedict  
Daniel Blackburn  
William Butos  
Patricia Byrne  
Carol Clark  
William Church  
David Cruz-Uribe  
Kathleen Curran  
Dario Del Puppo  
Leslie Desmangles  
Judy Dworin  
Francis J. Egan  
Dario Euraque  
Diana Evans  
Luis Figueroa  
Ellison B. Findly  
Michael FitzGerald  
John Georges  
Alden R. Gordon  
Cheryl Greenberg  
Adam Grossberg

Karl F. Haberlandt  
Richard J. Hazelton  
Joan Hedrick  
David E. Henderson  
Dianne Hunter  
Douglas Johnson  
Samuel D. Kassow  
Kathleen Kete  
Ronald Kiener  
Robert Kirschbaum  
Katherine Lahti  
Paul Lauter  
Eugene E. Leach  
Sonia Lee  
Michael Lestz  
Dan Lloyd  
William M. Mace  
David Mauro  
John Mertens  
Thomas Mitzel  
Ralph Morelli  
Gerald Moshell  
Ralph O. Moyer  
Jane Nadel-Klein  
Christopher Nadon  
Taikang Ning  
Hugh S. Ogden  
Stan Ogradnik  
Joseph Palladino

Susan Pennybacker  
Margo Perkins  
Harvey S. Picker  
John Platoff  
Vijay Prashad  
Richard Prigodich  
Miguel Ramirez  
Sarah Raskin  
Gary Reger  
David Reuman  
Martha Risser  
David A. Robbins  
Michael P. Sacks  
Brigitte Schulz  
Robin Sheppard  
Mark Silverman  
Greg Smith  
Madalene Spezialetti  
Melanie Stein  
King-fai Tam  
Patricia Tillman  
Stephen Valocchi  
Maurice Wade  
Barbara Walden  
James Wen  
Johnny Williams  
Gail Woldu  
Nancy Wyshinski

## Why Trinity?

"When I decided to transfer from Cornell, I was looking for a school with a small, tightly-knit community. The school also had to be a place where the professors love to teach, not lecture, and most of all, relate to their students. Trinity also offers a tremendous balance of extracurricular opportunities that I really missed at my previous college. One of the things I have most enjoyed about my first semester here is that even with a full course load, I can be involved in many different aspects of life here on campus. This fall I worked in the Underground Coffeehouse, was in the Annual Fall Musical Revue, and was a member of the Concert Choir. This, I understand, is an incredibly light serving of extracurricular activities for most students here, a fact which I think speaks volumes about both the type of student who goes here and the College's commitment to those students."

Matthew Sahlin,  
Class of 2008

