



CAMPUS NEWS

For the latest news on the presidential search, please visit the Trinity College Web site at www.trincoll.edu.

Presidential search

The search for a new Trinity president began early in October, 2003, with the selection of a search committee made up of trustees, alumni, faculty members, and student representatives (see below). The committee, which solicited nominations from the Trinity community and advertised nationally for the position, has been aided by the search firm Academic Search of Washington, D.C. It is anticipated that a new president will be named in time to take office on July 1, 2004.

The following statement of qualifications has been posted on the Trinity Web site.

Trinity seeks a president who is

- a leader with the background and scholarly standing to help the Trinity community bring into focus an agenda for academic life at the College,
- a person with a talent for fund-raising, who can help fashion a compelling vision for Trinity's future and secure resources for its realization,
- a person with passion for Trinity's role in the renewal of Hartford, who can act as a partner-advocate for neighborhood revitalization and City-College engagement,
- a manager with experience in strategic planning, faculty-staff development, enrollment management, and with financial acumen,
- a person who enjoys students and will work with them to strengthen a culture committed to learning, in class and out, on campus and off,
- an articulate spokesperson able to communicate what is special about Trinity to parents, students, staff, alumni, corporations, foundations, and the media
- a leader with a commitment to diversity and record of success in building diverse organizations,
- a president with energy, judgment, and a sense of humor.

Presidential Search Committee

Dina L. Anselmi
Associate Professor of Psychology

Daniel G. Blackburn
Professor of Biology

Thomas R. DiBenedetto '71
Partner, Junction Investors, Ltd.

Joan D. Hedrick
Professor of History

Charles R. Perrin '67
former CEO Avon Products, Duracell Corp.

Mark A. Leavitt '80
Managing Director, SG Cowen Securities

Mitchell M. Merin '75
President, Morgan Stanley Asset Management

Ralph A. Morelli
Associate Professor of Computer Science

James M. Nadzieja '04
Rocky Hill, CT

Lydia L. Potter '05
Boston, MA

Margaret-Mary V. Preston '79
Executive Vice President, Mercantile Safe-Deposit & Trust Co.

Paul E. Raether '68 (Chairman)
Partner, Kohlberg, Kravis & Roberts

Gail H. Woldu
Associate Professor of Music

Margaret J. Young '76
M. J. Young Associates

Staff to the committee

Scott W. Reynolds '63
Secretary of the College

Search consultants

Academic Search
Washington, D.C.

John W. Chandler
Senior Consultant

Theodore J. Marchese
Senior Consultant

Wall Street Journal names Trinity one of the nation's top 50 "feeder" colleges

When the *Wall Street Journal* looked to see which colleges send the most students to elite grad schools like Yale Med or Wharton, Trinity was included in the top 50 of "America's most successful 'feeder' colleges." As writer Elizabeth Bernstein reported, it came as a surprise that it's not just the Ivies that are successful in getting grads into the nation's most prestigious graduate programs.

To develop their list, published in a September 26 article, "Want to Go to Harvard Law?", the *Journal* focused on 15 elite

"Want to go to Harvard Law?"

professional schools, five each from medicine, law, and business: for medicine—Columbia, Harvard, Johns Hopkins, the University of California, San Francisco, and Yale; for business—Chicago, Dartmouth's Tuck School, Harvard, MIT's Sloan School, and Penn's Wharton School; in law—Chicago, Columbia, Harvard, Michigan, and Yale.

While Harvard, Yale, and Princeton claimed the top of the *WSJ* list of feeder schools, the survey showed that many of the smaller colleges, such as Amherst, Pomona, Bowdoin, and Trinity, also made the list. To compile their list of the most effective feeder colleges, the *WSJ* researched the background of

more than 5,000 students starting this fall at more than a dozen top business, law, and medical schools. Trinity placed 43rd with nine students, right after Barnard and before Grinnell, Tufts, and Colby.

As observed by Sharon Herzberger, vice president of Student Services, "Being on the list with so many of our peer small, private, liberal arts colleges certainly affirms our belief that it is our kind of schools that best prepares people for graduate study." What does Trinity do to get students into top professional schools and graduate schools? Providing students with a first-class education is, of course, essential. Beyond that, Herzberger continues, "We do an excellent job in connecting students to faculty research and supporting students' independent research. The faculty and Career Service officers offer extensive and early advising on preparation for getting into graduate and professional schools. The trend—especially lately—has been to work for a while after graduation before going to professional schools. The schools encourage the delay and the advisers are following suit.

"We also count on alumni to offer advice (many career panels here bring alumni back), allow students to shadow them at work, and provide summer and vacation internships," Herzberger adds. "And we have a credit-bearing internship program. One of our very successful recent projects has been to take students to mentoring programs, such as the one offered this month at MIT. Fifteen students and Lanna Hagge, head of Career Services, spent the weekend at MIT interacting with scientists there and learning about graduate school in science."



Members of the Trinity community gathered at the end of Dialogue Day to reflect on the day's events and to begin planning for the future.

Dialogue Day creates campus discussion of diversity

On September 16, 2003, Dialogue Day, the inaugural event of Trinity's two-year "Pride and Prejudice" initiative, all classes were suspended for the day, allowing students, faculty members, and staff to view a video and then follow up with conversations on issues of race and diversity on campus. Close to 200 faculty members, students, and staff members volunteered to facilitate the discussion groups.

In noting the importance of dealing with issues of ethnic and social difference, Interim President Borden Painter said, "This initiative is in keeping with our commitment to our stated institutional mission: to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful." He continued,

"More specifically, our discussions are meant to initiate an honest engagement with issues of privilege and prejudice, inclusion and discrimination."

According to diversity consultant David Campt, of Washington, D.C., who helped Trinity plan the event with colleague and co-consultant, Theo Brown, the idea of a college proactively suspending classes and investing time, money, and energy to address the issue is an unprecedented effort among American institutions of higher education. "Trinity College has acknowledged that tolerance, inclusion, and respect for human differences are important values and has decided to call attention to them," noted Campt, whose work in easing race relations includes working with the Urban League, the National Conference for Community and Justice, the President's Initiative on Race, and on campuses across the United States. "For a college or university to do this proactively is an incredible thing," Campt said.

"Trinity is trying to create a different future for its students and is willing to set aside the resources to do it."

He added that the Trinity initiative has created a lot of buzz among other colleges. Most of them grapple with similar issues, which include differences in race, ethnicity, religion, gender, sexual orientation, and physical ability.

Karla Spurlock-Evans, dean of multicultural affairs at Trinity, can see why other colleges are interested in how Trinity is approaching the controversial

"Trinity is trying to create a different future for its students and is willing to set aside the resources to do it."

topic. "The same set of challenges exists everywhere, but because of our urban location and our increasingly varied student population, we want to ensure that everyone feels a sense of belonging, and, at the same time, make sure that when our students leave, they are better able to handle the diversity that is a reality in this country and in the world."

Spurlock-Evans noted that while the initiative began on September 16, it will be the student-initiated events that follow that make the Trinity vision a reality. She noted that students wishing to get actively involved will meet with a facilitator shortly after the initial event. "The idea," Spurlock-Evans stressed, "is not to just raise awareness, but, in the long term, to set things in motion."



Alumni panel addresses technology careers—In October, a panel of distinguished Trinity alumni and parents gathered at the College's Office of Career Services to share their experiences and insights on the future of careers in the technology sector. The panel included Donald McLagan '64, chairman, president, and CEO of Compete, Inc.; Joe Adam '86, chief operations officer of Premise Development Corporation; Ben Howe '83, cofounder and managing partner of America's Growth Capital; Elliot Katzman P'05, Kodiak Venture Partners; Mike Solomita '87, COO and cofounder of Lanthorn Technologies.

Kellogg Grant supports continued urban engagement

The W.K. Kellogg Foundation Board has approved an 18-month grant for \$1.6 million in support of Trinity's urban engagement endeavors.

The Kellogg award will continue the work supported by the foundation's previous five-year, \$5.1-million initiative, which played a vital role in connecting the College to its surrounding neighborhoods. As noted by Jim Trostle, director of urban initiatives, "The Kellogg Foundation has given the College this vote of confidence in our urban work. Faculty, staff,

students, administrators, and our neighbors in Hartford are all participating in this project. The extension of Kellogg funding will help us create the administrative and financial base to ensure that the College's urban engagement will continue for the foreseeable future."

To date, Kellogg funding has helped Trinity create a nationally recognized Smart Neighborhood Initiative to provide information technology to the surrounding neighborhood, establish a Cities Data Center that supports teaching and scholarship, assess community needs, manage the Learning Corridor, and build positions of leadership within the College designed to strengthen urban studies and community learning.

The bridge grant will help the College anchor these successful endeavors within the curriculum under the leadership of Trostle, who will work to increase coherence among urban offices and programs while guiding analysis and interpretation of evaluation data

"The Kellogg Foundation has given the College this vote of confidence ..."

gathered as part of the earlier project. Funds from the bridge grant will continue technology education efforts under way at Trinfo.Café, the community technology center that serves as the cornerstone of the Smart Neighborhood Initiative. Trinity Center for Neighborhoods (TCN) will augment the flow

of students and ideas from campus into Hartford and back. Efforts to keep the city as a center of the curriculum will also grow during the grant period through efforts to refine Trinity's Community Learning Initiative (CLI).

The Cities Data Center (CDC) will continue to collaborate with local community groups on datasets focusing on topics like housing, crime, and education that can assist in scholarship and community research. Other efforts to build neighborhood capacity will be spread through a variety of

offices at the College, focusing on technology, fundraising, and organizational development, helping community groups become stronger partners, while simultaneously working to revitalize the city's South End.

Evaluation will continue to be a key element, helping the College decide how best to integrate its urban programs into the curriculum. The grant period will also be a time for the College to share its learning through articles, conference presentations, visits to other campuses, and an edited volume documenting the project's work.



John Winthrop, an 11th-generation descendant of the original governor of Massachusetts, attended a Trinity class that reenacted a trial presided over by his ancestor. He is shown here with Allison Shean ('07), who played the part of Governor Winthrop in the reenactment.

Trinfo apprentice program receives SBC Communications grant

Trinfo.Café has been awarded a \$10,000 grant from SBC Communications, in recognition of the Trinfo Computer Technician Apprentice Program. Shown here are Trinity Interim President Borden Painter, Hartford Mayor Eddie Perez, Kinson Perry of SBC, and Carlos Espinosa, director of the Trinfo.Café.

Begun three years ago with the goal of exposing high school students to careers in technology, the Computer Technician Apprentice Program selects up to eight students per year from the Hartford Public and Bulkeley High schools and A.I. Prince Technical School.

Program activities begin with apprentices dismantling and refurbishing used computers—which are later distributed to residents within a 15-square block radius of the College—and gaining problem identification and resolution skills. Trinfo apprentices also learn how to create, troubleshoot, and administer computer networks, which includes understanding network theory, wiring facilities, configuring network hardware, and acquiring problem-solving skills.



John Winthrop visits Trinity for the re-trial of Anne Hutchinson

Three-hundred and sixty-five years after Governor John

Winthrop of the Massachusetts Colony banished Anne Hutchinson to the wilds of Rhode Island, a contemporary John Winthrop—a direct descendant of the governor—visited a first-year seminar at Trinity in which students were preparing to re-enact the historic trial that pitted the ultimate Puritan patriarch against the woman many have called the first American feminist.

"What a kick it is to be here," Winthrop told a group of faculty members, librarians, and students at a luncheon in Mather Hall in early November. Quickly dispelling any concern that he shared the dour aspect of his namesake, the modern Winthrop related anecdotes from his family history with a ready sense of humor and a slight Boston accent.

Winthrop, who now lives in Charleston, North Carolina, is

the oldest male in the 11th generation of Winthrops. He is a graduate of Harvard College and the Columbia Graduate School of Business Administration and the founder of Winthrop Asset Management, LLC. He also has the largest collection of Winthrop family memorabilia outside of the Smithsonian Institution, sometimes wishes he had gone into teaching, and readily admits to being a not-very-good golfer.

It was actually a chance encounter on the golf course between Winthrop and Trinity political science professor Clyde McKee that led to Winthrop's visit to the Hutchinson seminar that McKee co-teaches with Associate Professor of Physics Barbara Walden.

A popular offering within the First-Year Program, the reacting-to-the-past seminars engage students directly in history by assigning each of them an active role in the debates and controversy of a particular historical moment. A persuasive argument by a student, for example, could change the course of history, or at least the outcome of the "game" that the students play in accordance with the rules of the reacting-to-the-past teaching method.

To add a certain ironic twist to the historical adventure taking place in the seminar, the role of Governor John Winthrop was played in this class by a female student, Allison Shean '07. During a question-and-answer session in the seminar, Shean asked Winthrop if he thought Governor Winthrop experienced any kind of "personal conflict" over his decision to banish Hutchinson.

Winthrop's answer may say as much about himself as it does about his ancestor. "I'm sure he

did," he said. "How could he not?"

Winthrop neither apologized for nor defended his ancestor. He did say, "Conventional wisdom is that Hutchinson was treated unfairly and sent out in a very fragile state. But it's not that simple, as you know. Ask yourself," he suggested, "if you were living in that time and place, how would you deal with the very real danger of fragmentation of the community you felt was your charge to keep together?"

Those questions and others were explored in depth as the students entered into history to experience their own perspective on life in the early days of the Massachusetts Colony. On the last day of class, following a tumultuous debate, the colonists/students voted by a narrow margin not to banish Hutchinson, a much different outcome than the original trial. And in a further twist on history, the fragmentation so feared by the original Governor Winthrop caused a significant number of "colonists" immediately to desert the community, ally themselves with the neighboring Wampanoag Indians, and bring the colony to a ruinous end with a devastating attack. Fortunately, however, this revised passage of American history ended with the participants standing around munching pastries with their professors and savoring their insider look at a crucial passage from our past.

The Hartford sponsors Alliance for Academic Achievement

Since 1999, The Hartford, a leading investment and insurance company and



Yessenia Santiago and Victor Mantilla, Class of 2007, are the newest recipients of Alliance for Academic Achievement scholarships, sponsored by The Hartford.

one of the city's major employers, has offered college scholarships to qualified graduates of Hartford public high schools through its Alliance for Academic Achievement. In addition to the company, the alliance consists of three institutions of higher education, Trinity College, The University of Connecticut, and Howard University in Washington, D.C. The Hartford contributes more than \$600,000 to the program each year, with additional funding coming from each of the three colleges.

Students who apply for the scholarship must be in the top 10 percent of their class at one of the city's public high schools, must be accepted at one of the three participating colleges, must work for at least one summer at The Hartford during their time in college, and must also agree to participate in community service. In return, the company provides a \$5,000 scholarship for each year the

student is in school. The participating colleges also provide additional financial support.

The program is unique in that it not only provides financial support, but also gives students a first-hand look at how to initiate and manage a career. Called "World-of-Work Training," this aspect of the pro-

The Hartford provides a \$5,000 scholarship.

gram gives students an opportunity to work at The Hartford during each summer of their time in college, either in a paid or for-credit capacity. During their work experience, students learn practical skills that include time and money management, computer skills, how to give effective presentations, how to dress for success, and proper business etiquette.

Since 1999, the program has provided scholarships for 71 Hartford residents, including 17 who have attended Trinity.



Among the items on display in celebration of the Watkinson Library's 50th year at Trinity were (above) a page from Mark Catesby's *The natural history of Carolina, Florida, and the Bahama Islands*, 1771; (above right) Thomas McKenney and James Hall's *History of the Indian tribes of North America*, 1837-1844; and (right) William Morris's *Kelmscott Chaucer*, 1896.

Watkinson Library celebrates 50 years at Trinity

The Watkinson Library, an endowed library of around 200,000 volumes consisting of rare books, manuscripts, and a number of special collections, is located in the College's newly renovated and expanded Raether Library and Information Technology Center. Its holdings include unusual strengths in early printed books, ornithology, fine printing, book illustration, pri-

vate press books, British history, and U.S. social and cultural history through the 19th century.

When it was founded, the Watkinson was located at the Wadsworth Athenaeum and remained there until 1952, when it became a part of the Trinity College Library. At that time it contained 130,000 volumes. Through the addition of Trinity's rare book, manuscript, and archival collections and from purchases and many generous gifts, the collection has now grown to its current total of roughly 200,000 volumes.



In the fall and winter of 2003-2004, the Watkinson celebrated its 50 years on the Trinity campus with a special exhibition of selected treasures from its collection. On display were a number of manuscripts

and early printed books, including Books of Hours, the Nuremburg Chronicle, the Dürer Apocalypse, and the first published work of Erasmus. Voyages and travels were represented by a Mercator/Hondius



2003 Human Rights Summer Fellows seated (l-r): Naralys Estevez '06, Sharre A. Brooks '06, Lily Siegel-Gardner '04, and Marissa Coughlin '04. Standing (l-r): Kristina DePeau '04, Arlene Victoria Velez '05, Colin S. Levy '06, Erika Lopes '06, Phillip Welshans '04, and Jamie Calabrese '05.

atlas, a “triptik” guide to the roads of England, Bernal Diaz del Castillo’s eye-witness description of Cortes’s conquest of Mexico, and Captain James Cook’s account of his second voyage.

Americana is the single greatest strength of the library and was represented by publications relating to Native Americans, including McKenney and Hall’s portraits of Native American notables, George Catlin’s North American Indian Portfolio, and the 17th-century Eliot Indian Bible, as well as a 17th-century manuscript account of the Pequot War by one of the participants. Other Americana on display included holdings on the Civil War and abolition and material relating to American education, etiquette, and music.

A midshipman’s manuscript log book and a first edition of *Oliver Twist* illustrated some of the collection’s British holdings and Russia was represented by

the recently acquired Henry Fuller Collection on the last Romanovs. Works of Vitruvius, Pugin, and Corbusier were included in the architectural materials on display. Among private press books exhibited were William Morris’s Kelmscott Chaucer and the Ashendene Press hand-illuminated *Songs of Songs*.

The Watkinson is open to the general public on a regular schedule and is available to all who require its resources. Call (860) 297-2268 for further information.

2003 Human Rights Summer Fellows

The 2003 Human Rights Summer Fellows presented the results of their internship experiences at a mid-September gathering sponsored by the Trinity College Human Rights Program. The Summer Fellows Program sponsors qualified first-

year students, sophomores, and juniors who are interested in performing human rights advocacy work for non-governmental organizations during the summer months. Ten students gave talks detailing projects in which they were involved, which ranged in scope from visiting immigration detainees at a rural Virginia jail to working on behalf of death row inmates. One student was part of a team that mobilized health care professionals to encourage federal funding for HIV/AIDS research, prevention, and treatment.

Trinity’s Human Rights Program, founded in 1998, provides opportunities for students to take classes in several disciplines addressing human rights concerns. In addition to the curricular components and the Summer Fellows Program, the Human Rights Program sponsors a lecture series that brings scholars and activists to campus to discuss human rights issues, as

well as an Advocacy Fellow-in-Residence Program that invites to Trinity distinguished human rights activists who participate in classes, meet with students, faculty, and community organizers and present campus-wide lectures.

The 2003 Trinity College Human Rights Summer Fellows

Sharre A. Brooks '06
Amnesty International
Atlanta, Georgia

Jamie Calabrese '05
American Bar Association
Washington, D.C.

Marissa Coughlin '04
Amnesty International
Washington, D.C.

Kristina DePeau '04
Physicians for Human Rights
Boston, Massachusetts

Naralys Estevez '06
Amnesty International Human Rights Education
New York, New York

Colin S. Levy '06
National Coalition to Abolish the Death Penalty
Washington, D.C.

Erika Lopes '06
Amnesty International
Washington, D.C.

Lily Siegel-Gardner '04
Amnesty International
Washington, D.C.

Arlene Victoria Velez '05
Physicians for Human Rights
Boston, Massachusetts

Phillip Welshans '04
American Bar Association
Washington, D.C.

Rossini appointed Connecticut Circuit Poet

Clare Rossini, visiting assistant professor of English, has been appointed as the Connecticut Circuit Poet for the academic year 2003–2004. Each year, a group of poets who live and work in Connecticut select a poet—who may be a Connecticut resident or who may come from any other region of the country—to give a series of readings at educational institutions around the state. These institutions include Trinity College, Wesleyan University, the University of Connecticut campuses in Storrs and Waterbury, Eastern, Southern, and Central Connecticut state universities, and Manchester Community College.

Rossini's first book of poetry, *Winter Morning with Crow*, won the Akron Poetry Prize in 1999—and was one of two finalists for the 1999 PEN International Joyce Osterweil Award. She has been published widely in literary journals, and her work has been included in the Best American poetry series.

In reviewing *Winter Morning with Crow*, the poet Donald Justice said, "These poems are, finally, models of that sort of eloquence which comes mainly from a steady precision of language." Rossini's next book, called *Lingo*, is due out in 2005.

Portuguese Bakery, Hartford, CT
by Clare Rossini

A wedding cake fills the
window,
Rosettes barnacled to the sides,
Dimpled ribbons wreathing
the tiers,
Each pillared up and stippled
With pearl-drop flowers.

Nothing random here, nothing
Real—
Ephemera frilled on solid
pasteboard.

But what a vision.
Decked out, flirting with overkill,
and look
What the sign says:

"Baked on the premises."

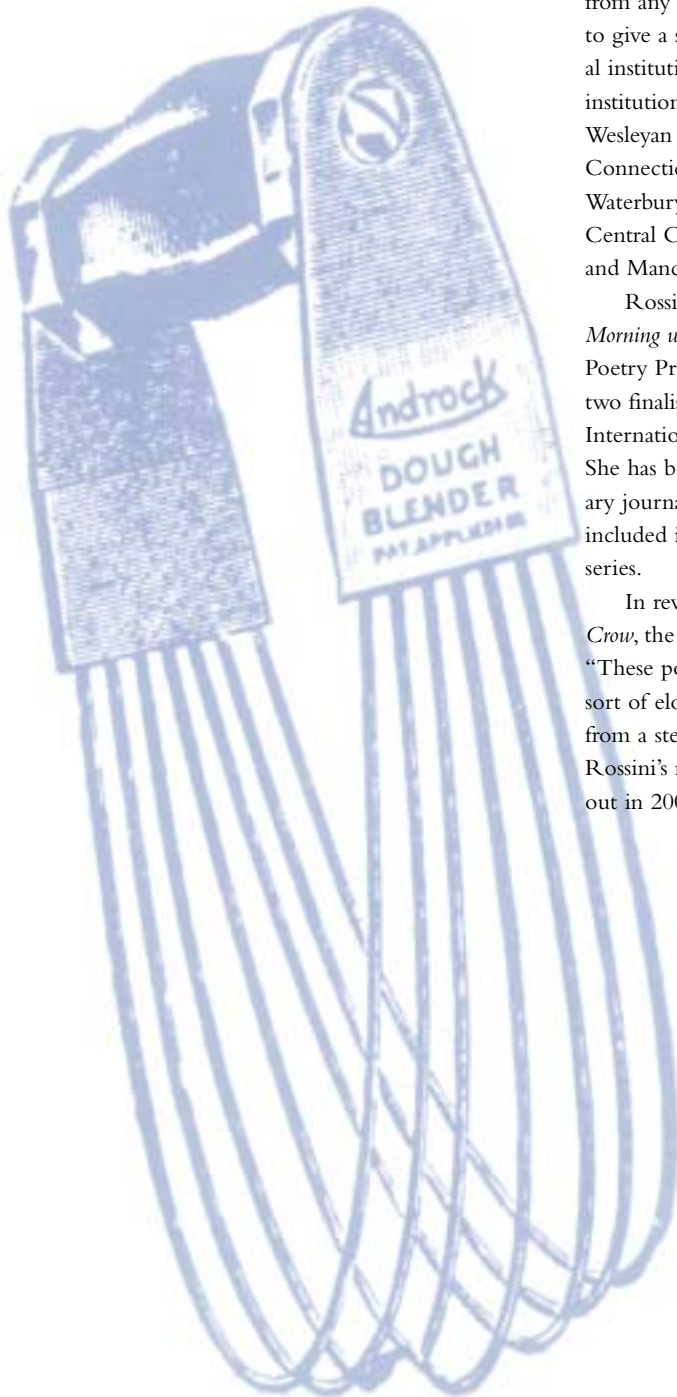
Right here on earth!
Give enough notice, you could
Have your fiction and eat it, too,
Its fabulous shapes
Melting on your tongue like
sugar and lard.

Could the real cake
Still warm from the oven,
Frosted, sliced, and presented
On requisite glass plate—
Could that cake ever live up
to this,
Its perfected effigy? I shrug

My heavy purse back onto
My shoulder, take a step
Closer to the window,
The March wind pawing my face,
The hordes of litter skittering through
The vacant lot next door.
I'm going to stop thinking awhile.
Going to stand here and allow
This audacious baked rival
To size me up, to take a private
Estimation of my

Human-thingness.

And when it's had enough
of me,
I'll have more to say.



Trinity in the news

Human Rights
Activist Hears,
Firsthand, of
Hussein's Terror

Perez
Designates
Rising Star
Blocks

West
Challenges
Trinity

Inner-city Kids
Get Field Lab
Experience



"Like Socrates and Plato, [visiting lecturer Cornel] West urged the audience and especially the freshman class, to consider killing off preconceived notions of race and democracy as they begin their college education. He urged students not to get so caught up in academics that they forget Trinity is located in one of the poorest cities in America. 'Consider education in its deepest form,' he said, urging them to . . . 'learn to think freely and to live freely.'" From "West Challenges Trinity," *The Hartford Courant*, September 5, 2003

"This could well be one of their first experiences in a natural, rural habitat. That was the case for some last year, and it was wonderful to witness." Scott Smedley, environmental science professor, on the Hartford-area students studying field biology at the Trinity College Field Station at Church Farm this past summer, through the Connecticut Pre-Engineering Program (CPEP). From "Inner-city Kids Get Field Lab Experience," *Connecticut Post*, August 3, 2003

"For people just getting into the game, it's almost too much to sustain, but once you get there, squash is tremendous," says Paul Assaiante, head coach of the five-time defending national intercollegiate champion. Assaiante recommends a regimen of yoga, sprinting and distance running for preparation." *Forbes Magazine*, October 2003

"Once you go in [to Iraq], you really get a sense of the gravity, the scope of violations. Everyone we spoke to had been touched. This was a republic of terror. Everyone was terrified." Maryam Elahi, director of the Human Rights Program, on her fact-finding trip to Iraq this past May. From "Human Rights Activist Hears, Firsthand, of Hussein's Terror," *The Hartford Courant*, June 2, 2003

"There are three Pride Blocks in [Hartford's] Blue Hills [neighborhood], three in upper Albany, two in Barry Square and one each in Parkville, Asylum Hill, Frog Hollow and the Northeast. Trinity College has pledged to fund a thirteenth Pride Block in the Frog Hollow neighborhood." From "Perez Designates 'Rising Star Blocks,'" *The Hartford Courant*, September 6, 2003



A symbol has been taking shape in the center of the Trinity campus for the last few years. The result of a great deal of foresight, creativity, and hard work, the new Raether Library and Information Technology Center was dedicated last fall, and I would like to take this opportunity to reflect on all that this accomplishment represents for our community.

In many ways, the renovation of the library offered Trinity an opportunity to revisit and re-examine the underlying goals and objectives of a liberal arts education. A library, after all, is the soul of such an education, and a tremendous amount of soul searching went into the renovation, not only of the building itself but also of the concept of what a library should be today.

There have been doubts. A few years ago, information technology seemed to call the tradi-

tional values of a library into question. As the new millennium began—and high-tech was booming—libraries, the physical repositories of knowledge, were considered by some technology evangelists as so much bricks and mortar in a new age of bits and bytes. Who needed them? With the Internet and Google, everything you could ever need was just “a click away.”

As it turns out books still count! Rather than replacing the books and the traditional role of the library, information technology enhances and affirms them. The foresight of the Trustees in combining the library and the computer technology center in one facility is born out in this new environment, where hard copy and high-tech meet. From the ancient texts reverently preserved in the Watkinson Library to the wireless network radiating outward into the Internet, our library is the nexus of our pursuit of knowledge.

There are changes, to be sure. Through the integration of information technology, we have expanded the functions of the library, so that it can go well beyond its physical space and link us to virtually every library in the world. In some sense, we have access to infinite knowledge in a finite space.

(A finite space, by the way, that is 52,000 square feet bigger than the original building.)

But some very important things have not changed. A library's function of conserving

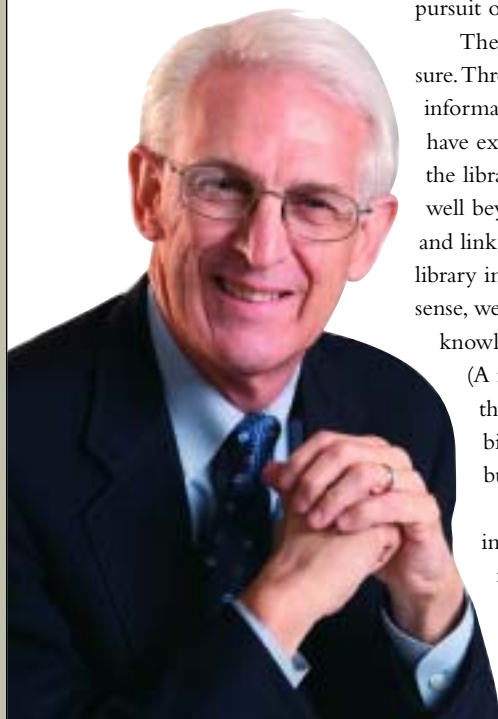
the best of what is known and making it accessible and understandable through teaching and learning is still at the core of a liberal education. And using a library still requires what it has always required: that people come to it with the capacity for good reading, for making good judgments, for respect for differences, for being critical, and for making sense of what can at times appear to be chaos.

Information technology has provoked a rethinking of the physicality and accessibility of knowledge, and, in many ways it has forced a paradigm shift. Because of technology, access to information is both portable and instantaneous. Instant and unlimited access, however, has also created new dilemmas. When you had a thousand books in the library, you could master the world's knowledge. When you have an infinite amount of information, you can never master it. You can only begin to sample it and try to make meaning of it. Distilling wisdom from knowledge is a process, not an event or an accomplishment. It always has been.

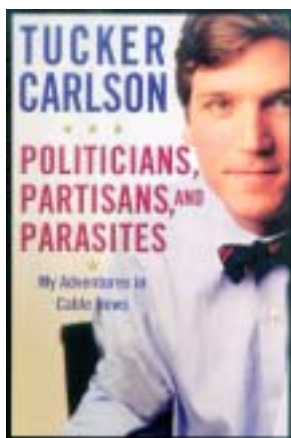
A library is home to that process. In a broad sense, a library is a relationship to knowledge that encompasses students and faculty, teaching and learning, books and bytes, quiet contemplation and active collaboration. In a profound way, that relationship is who we are and what we are about. By integrating technology in all its manifestations into the traditional space and functions of

our library, not only have we provided a dynamic, interactive learning resource for the Trinity community, but we have also affirmed the viability of the liberal arts and sciences tradition by fully engaging it in a productive partnership with leading-edge technology.

Personally, I see a wonderful message in the new building that speaks to our core mission as a small liberal arts college that stresses the close collaboration of teachers and students. The Scheuch Atrium, the generous gift of trustee Mitch Merin '75, honors the relationship Mitch established during his undergraduate days with Professor Richard Scheuch, G. Fox Professor Emeritus of Economics. Paul Raether was a history major and student of mine, and now his name graces the building. Tom DiBenedetto maneuvered through History 101-102 under my tutelage, and now he has given us the DiBenedetto Reading Room. The magnificent Joslin Family 1823 Room comes from the generosity of my classmate, Ray Joslin '58. So it is a special honor for me to be president at the opening of our new library and technology center, which comes out of our past just as it equips us for the future.



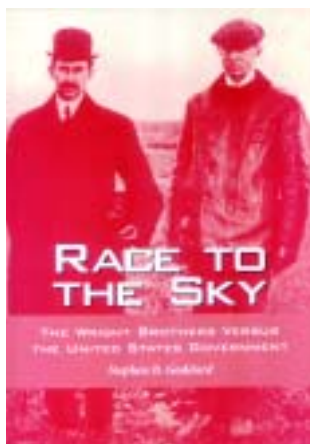
BOOKS AND OTHER MEDIA



Politicians, Partisans, and Parasites: My Adventures in Cable News

Tucker Carlson '91
Warner Books, 2003

192 pages
Carlson is the co-host of CNN's Crossfire, the oldest political debate program in television. An experienced journalist with a conservative bent, he offers a witty and insightful look behind the scenes in the world of high-stakes politics and the media.



Race to the Sky: The Wright Brothers Versus the United States Government

Stephen B. Goddard,
adjunct faculty
McFarland & Company, Inc.,
Publishers, 2003

222 pages
In the pioneering days that led up to the first successful flight, the

United States government spent a great deal of money to assure that the first flyers would be Americans. This funding attracted such talented inventors as Alexander Graham Bell and Samuel Pierpont Langley. Orville and Wilbur Wright, however, refused government support, fearing strings attached, and decided to go it alone. This book follows the struggle between the Wright Brothers and the government and documents the mix of high ideals and cloak-and-dagger tactics of each side.



Radiant Cool: A Novel Theory of Consciousness

Dan Lloyd,
professor of philosophy
The MIT Press, 2004

357 pages
Professor Grue is dead (or is he?). When graduate student/sleuth Miranda Sharp discovers him slumped over his keyboard, she does the sensible thing—she grabs her dissertation and runs. Little does she suspect that soon she will be probing the heart of two mysteries, trying to discover what happened to Grue and trying to resolve the profound neurophilosophical problem of consciousness. The book is a mystery thriller, but it is based on a serious and thought-provoking foundation of phenomenology, neural networks, and brain imaging.

These matters are considered more deeply in a lengthy, non-fiction afterward called "The Real Firefly: Reflections on a Science of Consciousness."



The Houses and Collections of the Marquis de Marigny

Alden R. Gordon, Gwendolyn Miles Smith
Professor of Art History
The Provenance Index of The Getty Research Institute, 2003

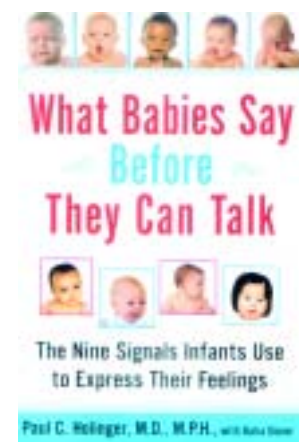
677 pages
Between 1750 and his death in 1781, the Marquis de Marigny—brother of Madame de Pompadour, courtier to Louis XV, and one of 18-century France's important patrons of art and architecture—amassed a collection that was broad in scope, progressive in taste, and exceptional in quality and provenance. This book offers a transcription of the exhaustive inventory of Marigny's estate—which Professor Gordon rediscovered at the Archives Nationales de France in 1982—together with an essay in which he not only sketches Marigny's life and times but also re-creates the interiors and grounds where the paintings, statues, books, household goods, and other property listed in the inventory were displayed and used.

What Babies Say Before They Can Talk

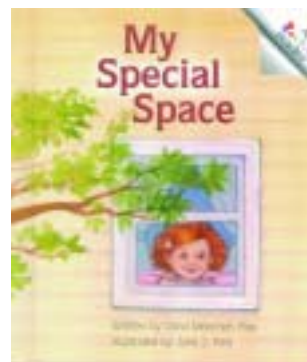
Paul C. Holinger '68 M.D., M.P.H.

A Fireside Book, 2003
266 pages

Drawing on research from a variety of fields, this book explains how parents can learn to understand more easily what their babies feel, need, and want. According to Dr. Holinger, parents and infants can communicate



clearly, based on preverbal signals that are innate in children. When parents and other caregivers learn to read and respond to these signals, they establish stronger bonds with their babies, helping them grow into curious, confident, emotionally healthy children and adults.



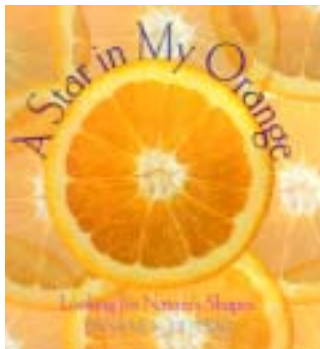
My Special Place

Written by Dana Meachen Rau '93
Illustrated by Julie J. Kim

Children's Press, 2003

32 pages

This story in rhyme follows a young girl on her quest for a quiet place to call her own—her closet. Here, she imagines, plays, and dreams. And when she gets lonely, she finds she can always invite a special friend or family member to share her special place.



**A Star in My Orange:
Looking for Nature's Shapes**

Dana Meachen Rau '93

The Millbrook Press, 2002

This is an introduction to shapes in nature, including stars, swirls, branches, and small repeated shapes. It is illustrated with color photographs of bees, turtles, daisies, deer, and more, and encourages children to be observant and notice how the shapes of objects in the natural world are related to each other. The book was selected as one of Booklist's Top 10 Sci-Tech Books of the Year for 2002.



DaDaDa

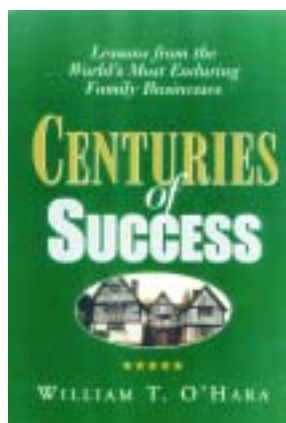
Catherine Daly '88

Salt Publishing, 2003

220 pages

From the publisher's Web site: "An information-age critique of information and process, this poetry

trilogy treats such interrelated themes as identity and authority and strategies beyond Dadaist appropriation and postmodern ventriloquism. Catherine Daly has constructed a reader's playground by vatic, cathartic rapine of canonical texts, women's dictation, hardware and software, high and junk culture. This post-language poetry is devoted to sound play and pleasure. It is religious poetry underpinned by fervid atheism, literary criticism as heresy, confessional verse biography, serious poetry riddled with cheap puns."



**Centuries of Success:
Lessons from the World's Most
Enduring Family Businesses**

William T. O'Hara '55

Adams Media, 2004

330 pages

Family businesses are the fastest-growing segment of the global economy and are the dominant force of business enterprise. They employ more than 70 percent of the workforce and generate more jobs than their non-family competitors. This book details the histories, strategies, and philosophies of 20 of the world's oldest ongoing family businesses, ranging from Kongo Gumi, a construction company founded in Japan in 578 to build temples that continues to include temple construction and renovation in its business mix today, to George R. Ruhl & Son, a bakery supply house that was founded in the United States in 1789.



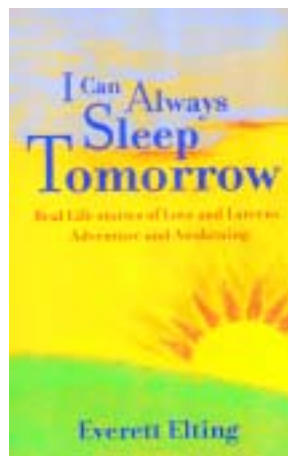
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David Rebmann '65

Passion Press, 2002

76 pages

This is a collection of poetry and prose written by the author between 1968 and 1978. In addition to the poems ("Minnesota Winter Poem," "Lucky Pierre's Piano Student Needed," and "Collinsville High Bridge," among many others), the book includes the essay "T.S. Eliot's Guide to the End of the World" and correspondence with various acquaintances.



**I Can Always Sleep Tomorrow:
Real Life stories of Love and
Larceny, Adventure and
Awakening**

Everett Elting '58

Trafford Publishing, 2003

123 pages

This short story collection is based on actual events experienced by the author. Settings include the United States and Canada, as well as Asia, Europe, and Africa. There are stories of

adventure, romance, war, criminality, and more. One of the stories—"Poetry and Ping Pong"—takes place on the Trinity campus.

**Militant Islam in Southeast
Asia: Crucible of Terror**

Zachary Abuza '91

Lynne Reinner Publishers, 2003

281 pages

Islamic extremism in Southeast Asia has moved beyond a matter of local concern to one of global significance. Drawing on intensive first-hand investigation and interviews with militants, the author explains the emergence of radical Islamist groups in the region, examines Al-Qaida's role as organizational catalyst, and explores individual and multilateral state responses to the growing, and increasingly violent, Islamic political consciousness.

OTHER MEDIA



Imaginary Johnny:

The Upside of the Downside

Stuart Wolferman '97

Unfinished Productions 2003

"Imaginary Johnny doesn't write songs, he breathes them . . . The more we listen, the more we realize that Imaginary Johnny is *our* Imaginary Johnny, singing the songs of our lives, turning the mundane into a masterpiece."—From the Web site imaginaryjohnny.com

FROM THE ARCHIVE

by Peter Knapp '65

The libraries of Trinity College, 1824-2003

During the course of almost 180 years, the library and its collections have been at the heart of a Trinity education. A succession of library facilities has served the College, each reflecting the state of knowledge in its day as embodied in an ever-increasing variety of resources fundamental to study and research. In 1825, two years after Trinity's founding as Washington College, a multipurpose academic building, subsequently designated

Seabury Hall, was ready for occupancy. The centerpiece of the Old Campus in downtown Hartford, Seabury was designed in the Greek Revival style by Solomon Willard, architect of Boston's Bunker Hill Monument, and contained a library, a natural history museum, and a chapel, in addition to classrooms. The first books in the library consisted of about 1,100 volumes acquired principally by the Rev. Nathaniel Wheaton, one of the College's founders and its second president, who had spent several months in England seeking materials and funding for the library, as well as support for the College in general. By mid-century, the library's resources had increased to some 6,500 vol-

umes. Also available on campus at this time were the sizeable collections of the Athenaeum Society and the Parthenon Society, two undergraduate literary organizations devoted to reading and debate. At the time of the College's relocation to the Summit Campus in 1878, the library comprised more than 18,000 volumes.

The spacious library in the William Burges-designed Long Walk complex consisted of three levels and was located in the southernmost part of the lecture room block named Seabury after its Old Campus counterpart. These quarters

At the turn of the century, the library consisted of about 46,000 volumes, with sizeable quantities of material either double-shelved or stacked on the floors.

proved adequate until the mid-1890s when the shelves had become practically full. At the turn of the century, the library consisted of about 46,000 volumes, with sizeable quantities of material either double-shelved or stacked on the floors. Fortunately, the opening of Boardman Hall of Natural History in 1900 offered a solution to the space dilemma. Adjoining the library in Seabury was the College's museum of natural history. It was situated on the ground floor in a large room with gallery and basement levels, and after the museum displays had been moved to Boardman, book shelving was installed, affording ample room for about a decade of collection growth. Secure and

quarters for the library. Completed in 1914 and named in memory of Trinity's fourth president, the Rt. Rev. John Williams, Class of 1835, Williams Memorial was designed by Benjamin W. Morris of the firm of LaFarge and Morris. The fireproof building included stack space for many years of growth and easily accommodated a collection by then numbering some 75,000 volumes.

The collections continued to grow apace, standing in the early 1940s at some 150,000 volumes, close to the library's capacity. Undergraduate enrollment had also increased to a point where seating in the reading room had become inad-

quate. World War II and the flood of returning veterans seeking a college education under the GI Bill interrupted planning for a new facility that was urgently needed as the library went over the 200,000-volume mark.

Plans were developed in the late 1940s for a new library, and by 1952 construction had been completed on a building located just east of the Clement

By 1910, planning was under way for a building that would centralize administrative offices dispersed across the campus, as well as provide spacious

Plans were developed in the late 1940s for a new library, and by 1952 construction had been completed on a building located just east of the Clement



Old Campus, Seabury, ca. 1870s

Chemistry Laboratory. Designed by Robert B. O'Connor, Class of 1916, of the firm of O'Connor & Kilham, the five-story library was considered at the time one of the finest facilities of its kind at a liberal arts college. Its extensive stacks readily housed not only the collections of the College library but also the 130,000 volumes contained in Hartford's Watkinson Library, a non-circulating research collection in the humanities founded by bequest as a public library of reference in the latter half of the 19th century and merged with the Trinity library in 1950. In addition to holding a combined collection of 355,000 volumes, the new library had seating for 350



Long Walk, Seabury, ca. 1905



Williams Memorial, ca. 1925

readers and expanded office space and work areas for the staff, in addition to such amenities as study alcoves, private carrels for faculty and student research, a combined periodical and smoking room, and even space for art exhibitions.

In the early 1970s, the library had come to feel the pressure of increased under-

graduate enrollment, continued growth in the collections, and an increase in the staff. A phased expansion of the College and the introduction of coeducation in 1969 had substantially increased enrollment, and seating space was no longer adequate. In response, construction began on a major addition that featured greatly increased

capacity for the collections, numbering by then almost 600,000 volumes, substantially enhanced seating and improved staff space, and new quarters for the Watkinson Library. Designed by Cambridge Seven Associates, the five-story addition was completed by the close of 1978. Within two decades, however, the impact of information technology had transformed the library landscape.

In the late 1990s, the full integration of the computer into library services, the availability of online catalogs and electronic resources, and the development of new service models with altered staff responsibilities had come to change fundamentally the way in which the library carried out its mission. In addition, the College decided to relocate its information technology staff, resources, and services to the library to exploit synergies in

accessing and managing electronic data. All of these factors taken together led to an ambitious expansion and renovation of the 1952-1978 building, from which has emerged the Raether Library and Information Technology Center, an extraordinary state-of-the-art facility formally dedicated in October 2003 and featured in this *Reporter* issue. The Raether Center accommodates library collections nearing 1,000,000 volumes and is fully equipped to support cutting-edge library and information services well into the future.

Since 1823, the library has been central to the mission of the College. The physical embodiment of the library has continued to change in order to keep pace with the expansion of knowledge and alterations in its dissemination. The Raether Center builds on the foundation of the libraries that have preceded it and celebrates the centrality of learning and scholarship that is the hallmark of a liberal arts education at Trinity.

From the Archives is drawn from material on Trinity's history in the Watkinson Library, the special collections department of the Trinity College Library. Trinity alumni seeking historical information about the College are welcome to contact Special Collections Librarian and College Archivist Peter Knapp at (860) 297-2268. Additional information may be found on the Web at www.trincoll.edu/depts/library/watkinson/watk_intro.html.